

Break

Guided democracy

Today's issue of *Where, The Advisory Centre for Education's* magazine for parents, is a special issue on consultation edited by Judith Stone and Felicity Taylor, ladies who achieved education for it notoriety—as the guiding lights of the Camden Association for the Advancement of State Education. Their fame was in no way diminished when they resigned last year, amid cries of practice what you preach, over their press officer's decision to send her child to a direct grant school and to remain an officer of the association.

In today's *Where*, they have gathered together articles on consultation in schools, with L.O.S. and nationally. There is a suggestion from Philippa Russell, that there should be community education councils along the same lines as the community health councils—she is a member of one. Caroline Benn has words of praise for referenda, Christopher Price welcomes the return of education to the political arena and Tyrrell Burgess is given the last word which he uses to advise that, "if what you really want is responsibility, don't go for consultation."

While filled with much of interest—several pages of it appearing twice—there are a disingenuous touches. A 14-year-old Solihull schoolgirl writes with wonderful fluency that "an attitude of nihilistic adherence to the trappings of modern education is preserved..." and later that "too often the demands of the examination syllabus transcend our needs for spontaneous discussion." Who says standards are falling? And then Pete Beverley, writing of his year as student governor of a secondary school in Birmingham, acknowledges gratefully "plenty of good advice and assistance on the mechanics of the governor's meeting from the college principal" and ends with the paragraph: "I would like to thank my college principal, Mr Charlesworth, for his kind permission for me to write this article." There is democracy for you.

Tyndale—on ice

The ten-day adjournment of the William Tyndale inquiry while the secretariat struggle to get some order in the vast mass of papers should have the desirable effect of letting the whole subject cool off. Perhaps it was this which finally persuaded Mr Robin Auld, who is presiding to allow the adjournment. During the first week he was keen to crack on. But then the size of the paper mountain was not apparent, mainly because of

6 Couldn't agree more, old chap; why bother to educate the working class?



the ILEA's coyness. Indeed they are still taking advice over some papers which are described as "relating to a possible disciplinary inquiry." The teachers and the managers want to see them, Mr Auld is to pronounce upon the matter when the hearings reopen on Monday.

So far he has shown an admirable ability to cut through waffle and procedural stalling. And he is well placed to grasp the implications of the ILEA argument over a disciplinary tribunal since it was he who presided over the authority's first and only such tribunal. That was when Miss Sybil Davies was removed from the headship of Greenwich Park School at the end of last year.

Mr Auld himself is not flamboyant. His PhD and legal prizes make him eligible in the profession for the sobriquet of "a brain." Some of his "brain" is, however, means that he is well placed to spring to mind as a useful chap for an inquiry. As a lawyer on the south-eastern circuit his experience is broad enough to enable him to draw precedents from many areas of the law—most necessary in running an inquiry for which the procedure has to be established on an ad hoc basis. And then being prosecuting counsel for the Department of Trade and Industry should give one some insight into bureaucratic working.

Poets cornered

The fifth annual poetry conference to be held at the Polytechnic of Central London ended last Saturday. The subject this year was "poetry in the Americas" a wide net which encompassed three West Indian-born poets (one of them, Bridget Bennett), a Mexican and a Peruvian

poet, a Brazilian guitar player, and two American poets, Jerome Rothenberg and Michael McClure, who have translated Latin American verse. To get the feel of the thing, Aristides went to the free-for-all seminar on Poetry in Translation held on Saturday.

The seminar was held in Red Lion Square, and so Aristides naturally went to Conway Hall. Where else? Only after some minutes of incomprehensible discussion was it revealed that this was a group from the workers' federation with strong regional accents and not the expected group of Latin American poets. A good start for the problems of translation and culture. Meanwhile back across the square in the purple-leatherette padded lecture hall of the PCL, the discussion wasn't much more illuminating.

There were some unlikely cut-dances in the discussion. "The highest of the translation is the dictionary," said one man. Another suggested that the problem of translation had an epistemological root, and also could be applied to personal relationships: to wit, how do we know what we know each other? (Eric Mottram, chairing the discussion, suggested we "veer away from all that.") Various people decried what they called the "Englishing" of things—or using one's own culture as the norm. An Englishman gave a speech which mingled Marx and Merleau-Ponty in hard line fashion. The sole attendee from Latin America, launched into a long disquisition in Spanish, the gist of which was apparently that poets are nomads, anyway.

Most of the discussion revolved around the difficulty of translating a foreign culture along with a language. Sufi poetry was upheld as one example of this; another was the American poet who made the "ultimate translation" by going to live in Cuba (pronounced Coo-ba). Finally, someone made the single unassailable point of the day: could a Mexican satisfactorily translate Sir John Betjeman?

Birth pangs

Nicholas Wright, joint director of the Royal Court Theatre, presided like a more than usually involved midwife, over the birth of a play, last week. It was a play called *Birth Pangs*, the result of one of the workshops that were part of the Royal Court Observer Young Writers' Festival, which ends tomorrow.

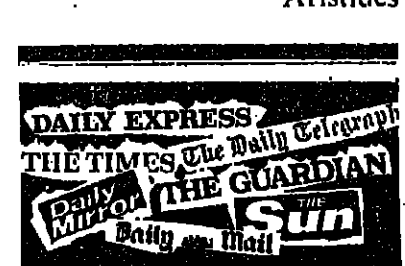
The workshops consisted of two day-long sessions, a week apart, led by well-known writers and directors. During the second, budding playwrights met the actors (who are also appearing in the winning plays) to hammer characters and scenes into their final shapes. On this occasion, one of the authors, Mike Greve, was able to justify a line of his dialogue. Annie provided an actress with helpful hints on acquiring a Lancashire accent and everyone was required to furnish details of their characters' occupations, education and actors' clubs to interpretation.

While available scenes were being rehearsed, writers disappeared to

other parts of the theatre to concoct more. Annie, whose section was already complete, explained the process by which this small group of 14 to 18-year-olds had arrived at this stage. The previous week, they had begun by "noting" each other, that is requiring certain physical postures and expressions of each other in order to build up character. A few of the "characters" were developed and, by deciding to make some confront others, they arrived at a structure for the play.

At writers returned with handwritten scenes, Joan Mills, director of the Young People's Theatre Scheme, duplicated them and the actors immediately set to work asking questions, never missing a chance to clown, but nevertheless treating the most unexpected material with professional respect. A hatch-pot of styles could hardly be avoided: from Dan's innocently explicit porn to Martin's little family whose relationships pivot on enthusiasm or distaste for fishing. The play begins and ends with accomplished scenes, set in a school common room, by Jim and Tim who collaborated on one of the winning entries.

Aristides



BUCKLEY

In his recent column in *The Sunday Times* Spike Milligan had some trenchant things to say about the radio news. He had London Broadcasting in mind but I doubt if his remarks need be limited to that station and in my view they apply to educational matters as much as they do to anything else.

Why, he complained, is the most trivial item read in a hard-driving, world-is-ending-tomorrow voice? He said, "I was just in a flower show in Bournemouth but the announcer tells us as if she has been broken into a Bournemouth flower-shop wearing a stocking mask and shot the proprietor."

I was reminded of all this the next day when some comments from the Associated Examining Board on their candidates' best work on the astonished world. As these comments were barked out at me on the early morning radio, I could not help noticing how well they fitted into the rest of the news which varied on that day from a dreadful kidnapping to violence in Beirut. Moreover, the newspapers followed suit. They left us in no doubt that the matter was dynamic and disturbing. Yet these comments are an annual affair. Indeed my own impression was that this time they were really rather mild. The chief interest, in them for me was to see that they are now fashionably contained in a "re-

search" report. It used, of course, to be the examiners' letters, their annual stream.

Part of all this comes, no doubt, from the tendency of the news to be an atmosphere of tension. It must come, too, from the fact that the news is now interested in education. The proposal for educational chers. Time was when the annual took root only in a few professional journals. Its recent popularity, could be seen as well as the established press.

One thing has not changed the years. Anything that comes a real scandal in a particular school has always made a splash. If the journalists themselves to get their own back for the best days of their lives.

So they have had a field day the inquiry into the affairs of the luckless William Tyndale School. "You're a buck-passer," Dolly accuses head."

It will be interesting to eventually just where the matter is supposed to lie. I teach our pupils to write? I writers will solve all that—no doubt. "Victory," further back this time in the Daily Express informed me. I was meanly shocked. And of course I was I could not help remembering only recently we were supposed to admire a primary school television when he showed us well his pupils could make calculating machines as they pared for the computer age.

It cannot be denied, however, the London education service has been having a bad time lately the media. It ought to be noted, therefore, that few education have ever made a better impression on television than did the head of Islington Comprehensive School when she appeared on the that excellent BBC programme *Anna Domini*. As I finished the elegant and sensible comments, the Archbishop of Canterbury appeal, I found myself reflecting that although we argue about it, it is always the teachers' fault.

On a personal note I might that I found it too. I found it for all figures in which the Government base their sums on what they think pay and price increases will be running at in 18 months. This year the government has decided that next year's grant will be at least 70 per cent.

It seems the Government will insist on a specified limit on what they think pay and price increases within general government guidelines. (It had been thought that rate increases would be pegged to the Government's 26 pay policy.) The Government's latest attitude was clear after the joint consultation on local government was met on Tuesday. This was the last negotiating meeting between the Government and the schools before the rate support figure is announced by Mr

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This much and no more: new cash flow for councils

Mark Vaughan

Government have decided to the amount of cash they will local authorities through the support grant in 1976-77. The will be announced next February.

The decision is a major departure. The first time there will be no order—the amount of which the Government and the London education service should be added the grant halt way through the to cover increased costs caused inflation.

Over the past two years, the authorities have accused the Government of failing to "carry the can" when the public has protested about enforced cuts in local services, particularly in schools. The local authorities feel they have been caught out too often by not having enough money to implement Government policies. The news of cash limits means the Government must have agreed not to impose any new financial burdens on the authorities through directives or new legislation.

Dr David Owen's comments (page 11) on the delay in implementing the Children Bill, which became law this week, would be in line with this "agreement" between the two sides.

Any chance that education would avoid local authority cuts has now disappeared. Local authorities will find it hard to keep to Mr Fred Mulley's priorities for the compulsory sector, quite apart from any gestures elsewhere.

Anthony Crosland next week.

This is another indication of how seriously the Government are taking the fight against inflation. Limiting local authority expenditure is one of their strongest weapons in their battle to get inflation down to the target of single figures by the end of the next year.

Cash limits will reduce the flexibility of local authorities who have found it difficult to reduce expenditure in all services to keep in line with Government policy.

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"Good boys and girls of Chairman Mao..." Pupils at a Peking primary school applaud members of the Council for Education in World Citizenship who visited China this summer. Godfrey Brown reflects on the group's tour—page 33. Donald Treford reviews three books on modern China—page 23.

Thieves capital

The average London boy has stolen 100 times by the age of 16 according to a Home Office survey. Frances Staden reports

Threat lifted from strikers

The ILEA say they will not prosecute the Tyndale Seven for going on strike. Bob Doe reports on the second week of the inquiry

No sex please, we're teachers

The National Union of Teachers announce a code of conduct for teachers which puts sex with pupils out of bounds

Children Bill

The Children Bill, which reforms the laws on adoption, becomes law this week. Frances Staden reports

After the war is over

Nick McCarty looks at how Cyprus is providing schooling in camps for the island's children

The loved one

Lord Hailsham reviews a new biography of Evelyn Waugh

TES Extra:

School meals and catering

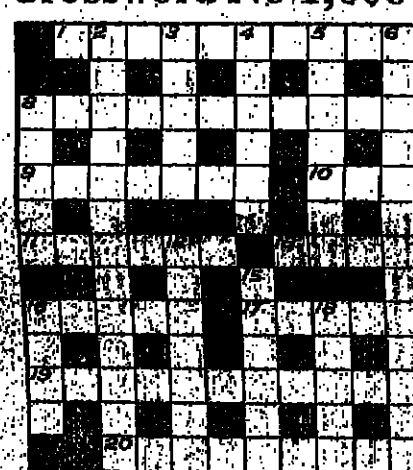
pages 37-44

Letters, pages 16, 17
Child sick: replies; nurseries; spelling; training; chemistry. Features, pages 19, 33
Jinet Pugh and Stephen Thomas on children learning from the media news
Books, pages 21-23
Kitty Mirovsky on Gerald Manley Hopkins; Donald Redford on China; Hester Judson on Rhodes Boyson. Reviews, pages 29-31
Anna Sproule on London Zoo's new education centre.
Falkland, page 23
Michael Church on rock theatre; Ronald King on 12-16 schools.
Art reviews, pages 78-79
Cartoon on opera; Heather Noll and John Peter on theatre.
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Classified ad index

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Crossword No 1,006



Across

- 1 They blundered certain (10)
- 2 Chance or draughtsman? (4, 2)
- 3 A her laughter "you can't see the angels" (7)
- 4 Let us all sing a hymn (10)
- 5 A peering sight (6)
- 6 You'd scarcely catch such a person unaware (7)
- 7 Musically entwined? (6, 7)
- 8 Control on road bends (4)
- 9 Sign in for practice (10)
- 10 At this work (10)
- 11 The grammar will back me up, always (5)
- 12 Descriptive of the spare him (6)
- 13 I'd get up to do not (14)
- 14 Honest money? (5)
- 15 Notably, stuck up (6)
- 16 Huntress who moans around (10)
- 17 A more RAF adaptation (7)
- 18 Footman teacher (7)
- 19 In a way, a couple of copies (10)
- 20 I've got unpack it (7, 6)

Down

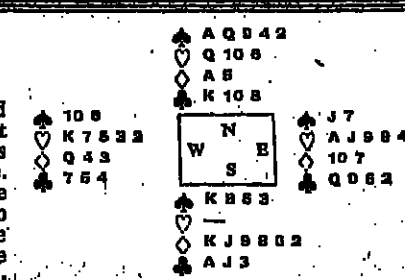
- 1 Found to be valuable to's forfeit (5)
- 2 Slightly shady to sing (6)
- 3 You'd scarcely catch such a person unaware (7)
- 4 Musically entwined? (6, 7)
- 5 Control on road bends (4)
- 6 Sign in for practice (10)
- 7 At this work (10)
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Bridge

Basic Interpretations
Rubber players tend to overbid when their opponents have a part score, but underbid their cards when they are in sight of game. Many slams are missed through the application of duplicate bidding to rubber bridge, especially when the opener's rebid to a forcing response suggests minimum instead of maximum values.

The responder is then completely at sea after some hesitation he is likely to give his partner a final opportunity to describe his hand, but the bidding stops at the four or five level when there is a cold grand slam.

North South game and 40; East West game. Dealer North.



where part of his strength was a void and he had good support for spades.

North had to find a constructive rebid and he thought that Three No Trumps gave a better definition of his hand than the minimum rebid of Three Spades which showed no more than a five-card suit. Many experts would agree, but they would be ignoring the part score of 40. South could not explore slam possibilities until a suit was agreed and he took the easy course of bidding Four Spades which his partner was satisfied to pass. Although without the score he would undoubtedly

have invited South to disclose his suit controls.

I think that North, after opening One Spade, was too strong for the normal bid of Three Spades. The Three No Trumps gave the maximum information. The technique of duplicate, which keeps the bidding low, was exerting its influence on the exchanges. North should have raised his partner's response to Four Spades, because the Four Spades bid is the key card to the most important gap in the bidding. He was inviting his partner to take charge of the subsequent bidding.

The conventional response to Four Spades must be Four Spades. It is impossible to visualize a jump bid of Five Spades over One Spade. North's opponents are silent on the subject of Four Spades. The value of a responding bid is determined only in the light of correct information provided by the opener. Of the more North have the more at fault.

Edward

Between the devil and the deep blue CEE

wide of the Schools Council's joint examinations subcommittee to insist, in face of strenuous opposition, upon the Certificate of Extended Education, primarily to those with CSE two to four.

By doing so can they avoid the long and tortuous debate over the reform of the 16-plus examinations? Quite apart from the merits of various proposals, after so much trouble it would hardly be

able to put an end to the discussion, of itself. The effect of the subcommittee to CEE across the ability range would be to give the whole idea of N and F levels a new lease of life. They were ever offered on the various proposals, after so much trouble it would hardly be possible to put an end to the discussion, of itself. The effect of the subcommittee to CEE across the ability range would be to give the whole idea of N and F levels a new lease of life. They were ever offered on the various proposals, after so much trouble it would hardly be possible to put an end to the discussion, of itself.

Edward

GCE boards over the imperialist aspirations of the CSE boards. Such a presentation would not be wholly misleading. The unending war between the exam boards, fought in the Schools Council is one of that institution's least endearing, most cynical-making, features. It is the sort of power struggle which too rapidly ceases to have anything to do with the needs of children or the interests of rate-payers or employers. It begins to look like a nasty scramble for the loot.

If it must be this way, it is as well, perhaps, that the two sides seem to be so nicely matched that this time, at any rate, they have produced a sensible interim result. If, however, the rival claims are propitiated by authorizing a large number of boards to run the CEE rather than engage in the invidious business of picking a chosen few, the result will be disastrously expensive in terms of fees and administration. Exam fees alone already cost the schools something in the region of £10m a year. It will only be possible, given a projected number for CEE entries

of roughly half that of A level entries, to run the exam relatively economically if it is limited to a few boards.

The CEE itself, welcome relief, is the least contentious of the exam reforms now in the pipeline. There is no exam in existence which is suitable for "the new sixth-formers", so CEE usefully fills the gap. Limited as it now should be to those with CSE grades two to four, it can be designed, so as to allow those candidates, if they work hard, the satisfaction of achieving the highest grade—something which including the brighter pupils would necessarily make impossible.

More important still, it is the first general public examination designed specially for less able people which should also be available in the further education sector and the enthusiasm with which FE colleges have adopted the experimental exams is encouraging. Its general introduction could mark a major improvement in the opportunities available to 16 to 19-year-olds in the FE sector who have not yet made up their minds on a particular vocational training.

If we are going to have to learn to live with higher levels of unemployment than we have been used to since the war, the number of 16-19-year-olds in education may grow beyond the normal expansion in the age group. There is going to be little enough provision made for them. At least the existence of CEE should make it easier by setting a framework for schools and colleges to work together to use their resources in the most efficient way for this age group.

And if, on top of this, employers could be bothered to concentrate upon defining in precise terms what it is they want from potential employees—potential trainees in this age and ability range—great things might thereby be done.

No comment

"Saturday November 29th. It was generally agreed that we should give it a miss last year. Should we hold one this year and if so is the above date suitable? Also would you like to have a Christmas Draw?—circular to parents from a Hampshire primary school headmaster.

John Co 136

Parliament

Mulley stands up for rights of l.e.a.s

Mr Fred Mulley, Secretary of State for Education and Science, said in the House of Commons this week that he had no plans to change the division of responsibility between local authorities and the Department of Education and Science.

Mr Edmund Marshall (Goole, Lab) asked if the Minister agreed that finance and control of the public education sector must go together so that the transfer of financial provision to central government, as was widely advocated, would effectively mean the end of the l.e.a.s.

Mr Mulley said he agreed on the importance of financial support by central government for education administered by l.e.a.s. The Layfield Committee on local government finance had studied this aspect. When that report was available, they would want to look carefully to see whether the existing arrangements were satisfactory.

Questions

Rate support grant.—The Government hope to make arrangements within the rate support grant so that there should be no fall back in the staff/pupil ratio, said Mr Mulley. However, they would not be able to make any improvement. He expected that provision would be made to maintain present pupil/teacher ratios.

Promotions.—Mr Robert Cryer (Kilgobbin, Lab) wanted legislation for a review body for promotions in schools and colleges.

This would help remove the patronage of headmasters and college principals and get away from the "blue-eyed boys" system. Such a body, which would bring impartiality and fairness, would be welcomed by teachers and lecturers.

Mr Mulley said the Burnham Committee were reviewing the points system which had a bearing on the number of promoted posts. It would be wrong if nationally they sought to deal with what was a matter for local education authorities. No teacher union had suggested alternatives.

Mr Leon Brittan (Cleveland and Whitby, C) said that governors on school boards should play a constructive role in deciding what appointments should be given to whom. Mr Mulley said he was sure this would be considered by the Taylor Committee.

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Training places down to 60,000

Teacher training places were being reduced by some 46 per cent, from about 114,000 to about 60,000 by 1981, Mr Geoffrey Edge (Lab, Aldridge-Brownhills) asked the Secretary of State to publish the estimated number of teachers completing training for each year from 1970 to 1980 and the estimated number of teacher job vacancies for each year during the same period. Mr Mulley said the numbers of students successfully completing courses of initial training in England and Wales were estimated to be:

1970, 33,200; 1971, 40,400; 1972, 42,000; 1973, 42,000; 1974, 41,400; 1975, 39,800; 1976, 37,300; 1977, 34,800; 1978, 33,300; 1979, 28,000.

"No estimate can usefully be made for 1980 until the number to be admitted to courses in September, 1977, has been decided", he said.

No estimates were available of vacancies since they arose partly from wastage from the profession and partly from movement of teachers between schools.

Academic results.—Dr Rhodes Boyson (Brent, North, C) urged the Secretary of State to set up an independent inquiry on academic results before and after comprehensive reorganization. Mr Mulley said he did not think that such a comparison would be helpful.

The news that the House of Commons are to examine the decision-making processes in the Department of Education and Science in the context of the Organization for Economic Cooperation and Development's planning procedures has a profound importance for all people interested in the education service. It ought to be as welcome to the average citizen as it will be unwelcome to the senior members of the DES.

Though the list of MPs on the committee is not particularly impressive, the names of the two experts who are going to assist the committee are helpful. Maurice Kogan is a valued colleague and friend and Gareth Williams is a friend and former colleague, both of whom will seek to give the committee a series of barbed questions (I hope). The record of the Education Department has been impressive, both in their vigour and wrongness over the past century since the first introduction of books on the history of education are now beginning to show. The time has come for a rethink.

In recent times the officials of the Ministry of Education have been solely responsible for the introduction of the present system of education. In the secondary schools and of the binary system in higher education. Neither of these decisions, were, in fact, taken by politicians. A series of senior officials, from Morant and Selby-Bigge down to the presentable, Toby Weyler in our own day, have been the major policy makers in education. The only three ministers who have imposed anything like their own will on the department have been Eades, Boyle and Crosland, his roughly that order.

The past is the past. The only point of going over it in the present context is to try to avoid decisions in the future being taken as secretly, as hurriedly and as wrongly as many decisions have been. It is difficult to think of any area of public life as unsuitable for democratic (without prejudice) education. No knowledge of the inner workings of the education system could be helpful to the public. The only purpose of the secrecy is to prevent the outside world from having any ideas. It is this absence of new ideas, or rather their being taken up belatedly and almost inevitably in the peculiarly English manner of the development of education, which the present chaos concerning the comprehensive schools is as fair a comment as possible.

Maurice Kogan was kind enough to say in his Penguin that I had done the education debate in the past 20 years or so on an on perfectly familiar with the process by which I am first of all lunched a new idea, and then later I see with amazement that the idea is put forward by the Prime

Minister puts her job on the line over nurseries

Nursery education figured prominently among the Commons questions this week to education Ministers. Miss Joan Lester, Under-Secretary of State, commented that if she thought the Government were not going to expand nursery education she would not want to remain a minister.

Asked by Mr Neil Martin (Banbury, Con) what the Government were doing to improve nursery education, Miss Lester said that the Department of Education and Science supported research which began in 1974 with the establishment of a nursery education research management committee.

Mr Martin wondered what were the Government's criteria for spending many hundreds of millions on nationalization, although they had reduced expenditure on nursery education from £30m to £9m next year.

Miss Lester said that in spite of the country's economic difficulties, the Government were still expanding nursery education although it was true that it was not expanding as fast as they would like.

Later Mr John MacGregor (Newark, C) unsuccessfully urged Mr Mulley to reconsider his decision not to permit greater flexibility in statutory schooling for the age-group. Mr Mulley said he had no plans to reduce educational expenditure by curtailing such education for secondary schools.

PERSONAL COLUMN

John Vaizey Time to scrap the DES?

Secretary as the culmination of Whitehall wisdom. By that time my own ideas have usually begun to change.

Not wishing to disappoint the reader, I am about to put forward a "provocative" idea which I suspect will be widely followed in the next few years. I strongly commend it to the House of Commons. In the past 30 years local government in London and later throughout the country, has been completely reformed. The reform was carried out over the dead body of the DES and undoubtedly has been expensively and wrongly enacted by the Conservatives.

The fact is that it has been done. And one of the arguments of the DES is that the creation of local authority units which were large enough to carry the responsibility for making their own mistakes without constant vigilance by Whitehall. Mr Anthony Crosland hoped that at least four-fifths of the decisions in DES would be unnecessary after local government reform.

Yet, what do we see? The DES have never had a larger staff than they have now. Perhaps the most idiotic situation is the University Grants Committee, who, with the staff rising from six to 10, increased the number of universities and the number of students and teachers in a really remarkable way, free from rancour though of course not free from strategic error. They now have a staff which is much larger than the universities are and which could foresee any substantial growth or change in the universities, which would be the main concern of the UGC. The only changes in the universities will come about because of changes in the nature of knowledge and in the balance of students and teachers, which are almost entirely central government.

I deduce from this that the time has come to reduce the UGC to the size that they had just before the war. The universities are almost all of them now larger than most of the universities were until 10 years ago. They all have highly competent architects, finance officers and other specialists to see that public money is not unnecessarily wasted. My own experience of UGC procedures is that they are almost entirely central government.

When we turn to DES proper,

however, a really radical question must be asked. Why does it exist at all?

The Inspectorate was established to ensure national standards of education by certifying that schools were receiving adequate government grants were effective. Gradually the Inspectorate changed their role as they increased in size, and they are the professional wing of the department. Now all local authorities have a full and adequate number of specialist advisers. This is particularly true of the counties, which are much the largest units in the government with the exception of a few metropolitan authorities.

The Inspectorate from the DES is no longer a role to play in a national debate. The time has come for them to be disbanded and released to serve LEAs. When a national inquiry is needed they can be hired ad hoc as Maurice Kogan and Gareth Williams have been hired by the House of Commons.

When we look at the major functions of the branches of DES we find that they are concerned with checking the procedures of LEAs. Most of this activity is now in the strict sense unnecessary. All that is really needed is a constant exchange of information and the establishment of "best practice" procedures. For this reason the Inspectorate of the DES should be disbanded and replaced by a small secretariat, similar to the one serving Lord Alexander at the Association of Education Committees.

The Minister periodically seeks to put his own stamp on policy, though this is not true of most Ministers. The abilities are low and periodic of office short.

All that the Minister requires is a small staff, partly of secretaries who could find out what Whitehall Departments are doing, and can help the Minister read and can help the Minister read (rather less adequately, probably) the newspapers. What he needs is up to date. This is the English system and it works much more effectively than the present procedure in Britain.

There are a number of technical branches of DES, like those concerned with teachers' keeping of records and registration and which are decentralized and which can easily be decentralized and the charges put on the funds concerned.

I argue, therefore, that the time has come to consider whether we need this central government department at all. And when you begin to think and organize your mind like this, the whole of the DES becomes subject to the same process. The House may think I am I am convinced that this is what we get a Conservative government something like this.

Poly degree courses fail to draw students

In 1973 the Lancaster degree courses attracted 14, 28 and 10 students respectively while there were only 11 students on the physical sciences course at Plymouth.

An analysis of national student recruitment in the 30 polytechnics shows both large discrepancies between different institutions and vast over-provision of courses among many science and technology courses.

Among the most dramatic examples in 1974 were chemical engineering, polymer science and technology, chemistry, mathematics, computer science, physics, material sciences and natural studies.

Some languages and engineering courses also appear to have had a history of low recruitment.

Recruitment to chemical engineering is shared by four polytechnics. A total of 71 students were divided between North East London Polytechnic (12), Glamorgan (17), Teesside and South Bank (21 each).

One-third of the entire recruitment to mathematics degrees in Britain is admitted to one polytechnic, Teesside (61 students) while the remaining 132 students are divided between 10 other degree courses with only Portsmouth recruiting more than 20 students.

Nearly one-third of all computer science undergraduates are recruited to two polytechnics, Haffield and Portsmouth, with a further third at another three polytechnics, North Staffs, Brighton and Sheffield.

Taken over five years the number of computer science courses has doubled with the effect of halving admissions to most of the successful courses. Recruitment to physics is uniformly low with seven polytechnics sharing a national total of 70 recruits.

Only two of five polytechnics are able to attract materials science undergraduates in any number. Lancaster and Sheffield attracted 21 students.

The City of London degree course has run alongside a modular course and the BSc in mathematics, physics and computing at Liverpool received late approval.

The five degrees which were first included three at Lancaster Polytechnic in mathematics, chemistry and physics; a physical sciences degree in Plymouth and a German degree at Hull, which had only three students.

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Lords hit out over direct grants

The House of Lords has hit out at the Government over direct grants schools. The motion on the direct grants schools, which the House of Lords passed on Wednesday, came too late to have any direct and immediate effect on plans to phase out the schools.

By 131 votes to 44—the Lords voted to oppose the Government's plan to phase out direct grant schools by 1980. The resolution was passed by a 100 to 50 margin.

Lord Butler, a Conservative, said the Government's policy to end the present system of direct grant grammar schools and urging them to reopen the direct grant schools list.

A Liberal amendment, condemning the policy of ending the system in the present economic situation without making proper provision for the needs of the schools, was also passed.

Lord Butler said the country should not afford to lose even one school. "Widespread address was made from a sense of urgency because the Government had not attempted to retain the schools for as wide a group of people as possible."

Lord Croomie, Minister of Education and Science, said the Government's case was that the schools were a form of selection for secondary education.

He wanted to ensure that each child, whatever his home background, ability level, aptitude or social class, was afforded the maximum opportunity to develop his own particular talents to the full. They were convinced that it could only be achieved through a comprehensive system of education.

Lord Alexander of Potterhill, general secretary of the Association of Educational Committees, said he had complete sympathy with the Government on the principle of discontinuing direct grant schools.

He was, however, profoundly in disagreement with them over the timing of the application of the principle. To place additional expenditure on local education authorities at a time when every education committee's estimates were being severely cut seemed administrative irresponsibility.

Lord Butler of Saffron Walden, master of Trinity College, Cambridge, said it was cruel of the Government to impose additional burdens on the comprehensive system. Direct grant schools were an integral part of the policy of the 1944 Act and of the policy of equality of opportunity. While the Government's actions in using the 1944 Act were not illegal they were against the spirit of the Act.

The Government's action in proposing to close direct grant schools would be counter-productive. At least half, and possibly 100, of them would go independent. This would produce an even greater gap. The result would be divisive.

In the TES on April 18 Mr Stuart MacLure had criticized the comprehensive system. Unlike the minister, he regarded the American system as having not yet proved itself. "I believe that to the truth, I believe it also to be the truth that the British system has not proved itself yet either."

The direct grant schools were probably the most socially integrated schools in the country; they were schools of academic excellence.

"I am master of a large institution which is open in its entry. We have people coming from every sort of school. We are beginning to take in comprehensive boys and shall shortly begin to take in comprehensive girls."

"But by far the most academically suited to the extremely high standards of Trinity College are those who come from direct grant schools. That is more true of Cambridge than of colleges as a whole. The excellence is unbeaten by any other form of education in this country."

Lord James of Rushmore, vice-chancellor of York University, said that those who were not in the trade did not realize the precise effects of what had been decided over the past week.

The threat was that of the destruction of the essential character of these schools. It was no use to say that they were not being destroyed but merely altered by becoming part of the universal secondary education provision.

The direct grant schools had never been properly assimilated into the different proposals of the independent schools.

Next week

Anthony Quinton reviews a Marxist application of philosophy to politics. A report from the project team on the problems and effects of closing race relations, including race relations, and the effects of the closure of the schools. R. A. S. Byatt discusses the notion of narrative in literature. Colin MacLure on the educational science textbooks.

TES Extra: School and college buildings.

A pound and a pop record to tell about stealing

by David Hencke

The average London boy has stolen 100 times by the time he is 16. He is more likely to steal if his father is semi-skilled or unskilled, he goes to a non-selective school or does not get on with teachers. On the other hand, if he goes to church, was born Jewish or goes to a grammar or public school, he is less likely to steal.

These are the main findings of a six-year investigation into why boys steal published this week in a 400-page book, *Juvenile Theft: The Causal Factors*.

The research, costing about £100,000, was financed by the Home Office. It was carried out by the Survey Research Centre at the London School of Economics under Dr A. Belsion, director of the centre and associate dean of research at North East London Polytechnic.

A cross-section of 1,425 13 to 16-year-old boys in greater London took part in the inquiry, which also found that those who steal are often truant or looking for fun. Other causes are unhappy homes and mixing with boys who steal regularly.

Nearly half the sample began to steal at the age of 10, 18 per cent started when they were seven. Being caught does not appear to be a deterrent.

The report wants an "all-out campaign" to stop boys stealing. More research should be done to find out how they can enjoy themselves legally. "Truancy must be stopped and the consequences of being caught stealing made clear."

Boys should never be given the impression that they will not be caught. Parents, teachers, police,

social workers and the media should discourage them from making friends with those who steal a lot.

New research techniques were devised to get over the difficulty of defining causes when so many factors are involved. Forty-five possible reasons for stealing were advanced after interviews with the boys.

The study showed that the main causes were that the boys thought it was all right to steal, their friends stole, it was fun, they did not expect to be caught and they were truant. Other reasons were that home life was lonely, boring or unpleasant, and they had been separated from their mother early on.

The boys were interviewed in small, soundproofed rooms specially equipped with apparatus. An "appointment maker" visited them at home first. They were offered £1, a pop record and a promise that the evening would be interesting. Of those approached, 86 per cent took part.

At the centre each boy was given a false name, a meal and told that his anonymity would be preserved. His answers were tested against 45 possible reasons for stealing and he was asked to describe his theft.

The study is part of investigations into criminological research being carried out at the LSE for the Home Office. The Home Office feel that research into juvenile stealing is important, but has been neglected because research methods to establish causes were not sufficiently advanced.

Juvenile Theft: The Causal Factors. Harper and Row £15.00.

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ILEA drop threat to prosecute the seven strikers

After the inquiry into events at William Tyndale Junior School reopened on Monday, the Inner London Education Authority announced that it would not be prosecuting the seven teachers who went on strike at the school earlier this term. The authority had earlier warned the seven that they were liable to be prosecuted under Section 77 of the 1944 Education Act for obstructing an inspection at the school.

The inquiry also heard that the ILEA's schools subcommittee accepted the request of the school's managers not to proceed with the formal complaint laid against the staff by the managing body after the strike began. The complaint could have led to disciplinary proceedings against the staff independent of the present inquiry.

The possibility of disciplinary proceedings and prosecution had threatened to disrupt the inquiry at one point. The ILEA were reluctant to release evidence to the inquiry that might prejudice later hearings and the teachers' council complained that its clients were in "double jeopardy".

Announcing the ILEA's decisions at the end of Monday's proceedings, Mr Edward Davidson, counsel for the authority, said: "The schools subcommittee reserve the right to take any action which seems appropriate in the light of the findings of this inquiry."

Mr Robin Auld QC, the lawyer conducting the inquiry, had earlier said the ILEA should not prosecute the teachers. He described the managers' action in withdrawing their complaint as "sensible and constructive".

When the inquiry resumed this week after an 11-day adjournment, there were several criticisms of the way the ILEA had acted in the dispute at the school. Mrs. Teresa Moorhouse, counsel for the managers, said the authority had given little or no cooperation to the managing body's effort to communicate with the school and to help it to function. Counsel for Mrs. Irene Chovles, the deputy head, who did not join the strike, said the authority had acted too little and too late.

Mr Stephen Sedley, representing the seven other teachers, said the ILEA of being part of a Labour

Party "old pals network" that had bypassed established procedures. On the other hand, he said, "right up to September 1975, the teachers have done everything by the book and have been ignored."

Islington Borough Council and the ILEA were both Labour-controlled, he said, and the managing body at the school was dominated by Labour Party appointees. But it was "activities not ideologies" that he was concerned with, and he spoke of a systematic abuse of political power by these three bodies. The finger had been pointed at his clients and it was easy to assume that there was no smoke without fire, he warned.

For example, he would be bringing evidence that one of his clients, Mr Brian Haddow, had put forward a number of themes for painting in the class in spring, 1974. Among these was a quotation from William Blake: "The tigers of wrath are wiser than the horses of instruction."

Mrs Chovles was said to have referred to this as "The tigers of destruction are stronger than the horses of instruction" and that it was a theme for discussion, not for painting. Mrs. A. D. Walker, a part-time teacher, was alleged to have told a parent of a slogan used in the school: "The tigers of destruction are more beautiful than the horses of industry."

The next version was "the horses of revolution are mightier than the forces of education". This was told to the chairman of the managers by a parent. And finally, Mr Sedley said, the Daily Mail had reported that there was a slogan on the wall in the school: "The smile on the face of the tiger is revolution."

They had attributed to Chairman Mao, but according to Mr Sedley, it was a line from a well-known Chinese proverb: "It is likely to be sometime before they can introduce their own cases, each of the parties at the inquiry are being given the opportunity to make a brief rebuttal of any points made by Mr Davidson in his opening address."

Counsel for Miss Brenda Hart and the staff of William Tyndale Junior School said he would be bringing evidence to show that they had done everything they could to prevent the infant school being disrupted. "It will be shown that the infant school

WILLIAM TYNDALE SCHOOL

Inspector called for more money to boost morale

The first witness to the inquiry was Mr Donald Rice, the ILEA divisional inspector responsible for William Tyndale and 61 other schools in Islington. Mr Rice was a primary head and an inspector in Kingston and Essex before he joined the ILEA in spring, 1974.

He told the inquiry of more than a dozen visits to the school between then and the end of that year. After his first, in April, he had resolved to go again as soon as possible because he was concerned. Mr Terry Ellis, the headmaster, had been at the school for only two months and had told him of difficulties with his staff and of new ideas he wanted to introduce. Half the staff were "progressive" in outlook and half "reactionary or traditional", Mr Rice said.

Mr Ellis told him he wanted to move from a class-based system to vertical grouping. "All his ideas were basically acceptable on educational grounds", said Mr Rice who advised him to proceed slowly and to keep the managers and parents informed.

Mr Rice spoke of complaints from Miss Hart, head of the infants school, about disruptions of classes by junior pupils. She complained of things being thrown from the third floor into the playground, including milk bottles full of water. Junior pupils had laughed and sworn at infants teachers.

It was said that infants had been spat upon, attacked with pieces of card embedded with pins and needles and locked in the lavatories by juniors. Dinner ladies had been threatened that if they "got up" their children would be "bashed up".

Miss Hart had said that any criticism of coloured children in the school was labelled as racial prejudice. "She felt that Mr Ellis was

concerned but was quite incapable of dealing with the situation," Mr Rice said.

Mr Rice reported to County Hall in July 1974 that Mr Ellis's attempts to introduce "cooperative teaching methods with groups of children being sent to different teachers in small groups" had caused disturbance to the school routine and some indiscipline. He quoted extracts from his report about the school:

"The staff are relatively inexperienced and it might have been wiser initially to make sure of the quality of the staff before implementing new organization."

"The headmaster is sincerely concerned about these problems and in fact he was recently absent due to nervous depression and worry. He was too much influenced by different points of view among his staff some of whom have actively opposed him and his philosophy of education."

Mr Rice proposed that the school should get extra staff and money to boost morale and reestablish good standards and discipline.

At a parents' meeting in July 1974 opposition to teaching in the school had been expressed and a document criticizing the teaching at the school was distributed. The inquiry had already heard from Mr Davidson that the part-time teacher, Mrs Walker, had a hand in preparing such a document. "As far as I could tell the opposition came from the majority of parents from all social backgrounds", Mr Rice said.

When cross-examined by Mrs Moorhouse (for the managers), Mr Rice said the staffing ratio at William Tyndale was very favourable. "By far the best in the division", Mrs Moorhouse read a description of William Tyndale School produced by Mr Rice's predecessor, Mr Laurie Buxton, when the headship was vacant in 1973. This said that more and more middle-class and professional parents in the area were choosing William Tyndale. There were few immigrants or language problems at the school. "It is a thriving establishment to take over," Mrs Moorhouse asked Mr Rice

what he found when he first took over the school in April 1974. Mr Rice said the school was well organized. There were a lot of children in the playground and in the playground. He felt some of the teachers were too inexperienced for the task. By the end of the year, he found the school to be in a state of disrepair.

Mr Brian Haddow, a teacher at the school, had told Mr Rice in September last year that they had tried to do too much too quickly and this had led to concern from parents.

Mr Rice said he knew the political harassment of the school was not the staff's fault, but there was pressure on them.

The July meeting of the schools could also be barred if a teacher could be expelled from the union if he brings his own dispute.

The code was announced after a meeting with Mr Ellis. Mr Ellis had agreed that he had several times told her at a party and through her six or eight times in his career at the school.

Mr Fred Jarvis, NUT general secretary, said this week that had he been a member of the union he would have had to advise the code of professional conduct.

He states that "the growth of a friendly relationship between teachers and pupil which is based on mutual respect and recognition of the role that each plays in the learning situation is desirable."

"It is, however, an abuse of this relationship for a teacher to enter into an improper association with a pupil."

Mr Jarvis said that a teacher should show undue personal favour or disapproval towards a pupil. "Conduct such as this is against the code of ethics."

Mr Jarvis said that a teacher should not use his position to exert an undue influence with regard to personal attitudes, opinions or behaviour which are in no way connected with the work of the school.

Mr Jarvis said: "In the light of the position of our code of ethics, the inquiry continues to be likely to take months and weeks. There are nearly 500 members to be considered."

All the junior staff have been taken over at the school by Mr Jarvis. Supply staff have been provided for the infant school. The head or her deputy attend every day and one teacher on a rota basis.

The introduction of a voucher system would create an artificial market and this would be a real sovereignty. The Chairman of the Education Committee, Mr. H. J. P. Jones, said that the creation of an artificial market would give parents a false sense of security. The selection of consumer goods, commodities, holidays, etc., food.

London inquiry week two Report by Bob Doe

NUT code defines courting limits

Stephen Cohen

Members of the National Union of Teachers will be banned from courtship by a new code of conduct published this week by their union.

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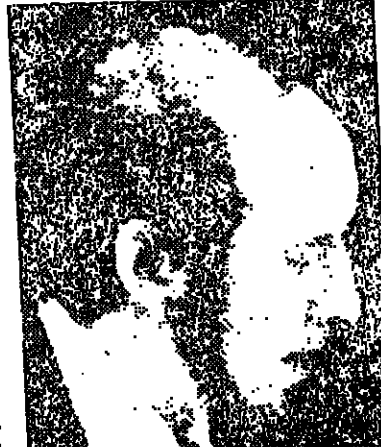
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Mr Clement Vogler

the tribunal. His plea of unfair dismissal was turned down.

Mr Vogler had been persuaded to resign and the tribunal decided that this amounted to dismissal. The local authority conceded that the official procedures had not been followed and that therefore the dismissal was technically unfair. The tribunal ruled, however, that the sacking was justified and dismissed Mr Vogler's claim.

Asked whether parents were entitled to expect teachers not to start sexual relationships with pupils, he said: "I think they are entitled to expect that it should not happen at school and on school activities and they have the law of the land to protect them out of school."

But they should not automatically expect that teachers should not form relationships leading to sex off school premises.

"I think that because this is one of the most common and most sensational reasons for dismissing teachers, education authorities should make it clear in our contracts that sexual relationships with pupils are forbidden."

Mr Thomas Law, the headmaster, told the inquiry that he warned Mr Vogler about dancing too close to his (Vogler's) fiancée at a Christmas party but denied knowing of other affairs between staff and pupils.

Teachers at the school have deplored the allegations made at the tribunal.

RC schools told: take more black children

Roman Catholic schools should take more black children. At the moment, although most black Catholic families would like a Catholic education for their children only the most persistent get it. Schools with spare places should admit non-Catholic black children and respect their religious beliefs.

These are the main conclusions of *Where Creed and Colour Matter*, a survey on black children and Catholic schools, published last week by the National Catholic Commission for Racial Justice.

The survey will be discussed at the Bishop's Conference of England and Wales which has been postponed because of Cardinal Heenan's death.

The survey, carried out by the Commission of Racial Justice, was undertaken because of their concern about the role of Catholic schools in multi-racial education. They were also worried about the effects on white children in Catholic schools, who need more daily contact with black children.

"So little thought is being given to the paradoxical situation of a near-white school in a multi-racial area, where the children are being taught about the unity of man on the one hand, and seeing the division of races on the other."

The main reason for the lack of black children in Catholic schools, say the commission, is that most black families are non-Catholic. There were other reasons which should also be investigated.

The commission also wanted to find out how Catholic schools could admit more black children and how heads, managers and families at both Catholic and non-Catholic schools saw the situation. Their survey was undertaken in a Midlands city neighbourhood, a Yorkshire city centre and an inner and outer London borough.

The survey found that most schools admit all black children who apply. The numbers attending catechism classes suggested, however, that there were more black Catholic children in non-Catholic schools

than the application figures suggested. Black Catholic families fail to get their children into Catholic schools because they apply too late or do not get the right information. Often they are cut off from parish life. Black parents were frequently bewildered and embittered by application procedures.

Some priests and heads were racistist and chairman of school management committees were generally opposed to racial harmony taking priority over religion as a criterion for selection.

The commission recommend that where schools are oversubscribed the parish should contact all black Catholic families and explain the admission process.

The commission also recommended that schools should consider taking children of other faiths.

The survey refers to the Select Committee on Race Relations Immigration which found in 1972 nearly 500 schools in England and Wales where immigrant pupils made up a third or more of the roll. Only 11 of these were Catholic, and they were all primary schools.

They also refer to the select committee's figures for the London boroughs of Haringey and Brent, both of which have a high proportion of immigrants, but Catholic schools appeared to contribute little to the education of immigrants.

Not all areas have a bad record. In Birmingham, Catholic schools have about 200 places at the disposal of the local education authority. In some areas there are many non-Catholic black children in Catholic schools.

A spokesman for the education committee said this week: "We have every cooperation from the diocesan schools commission and from individual governors of schools with spare places."

Where Creed and Colour Matter, by the National Catholic Commission for Racial Justice, (obtainable from the Catholic Information Office, 74 Galloway Hill Lane, Abbots Langley, Hertfordshire.

BOOKING FORM

(Would you please read the notes before applying and type on both sides throughout.)

Name _____

Name and address of school _____

Tel _____

Date of booking Monday _____

Time of booking _____

Number of pupils _____

Notes _____

1. This may be booked for any one hour of a 4 hour period commencing at 10.00 a.m. and finishing at 2.00 p.m. (Last booking 1.00 p.m. on Monday 17th April 26th to 27th July 1976 and 26th to 27th September 1976.)

2. The charge for the exhibition is £10.00 a head for each pupil. This includes the cost of the exhibition, transport, and refreshments.

3. School parties at 45p per pupil per session of the exhibition. This includes the cost of the exhibition, transport, and refreshments.

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Parents need to know

Parents should be told about their child's handicap as soon as it is born. Dr Hugh Jolly, consultant paediatrician at Charing Cross Hospital, London, told a conference organized by the Invalid Children's Aid Association last week.

Parents, particularly those of mongol children, in which the handicap is obvious from birth, should be informed within three days. They should be told by the consultant and not by a junior doctor.

Some doctors thought they should not mention the possibility of mental handicap until they were sure. Dr Jolly said if the doctor had

doubts, parents were certain to be aware of them. It was dangerous to say the phrase "late developer" because many parents thought this meant their child would eventually catch up with ordinary children. There was no possibility of this happening.

Dr Jolly criticized some mothers who failed to understand the implications of the handicap. One had a child with Down's syndrome who had been in hospital having learnt about illness, diabetes. He had been a lecture for his class with diagrams and pictures, eager for the teacher to learn too. The teacher, Dr Jolly said, talked because it was "safe".

Progressive education is creating a new group of deprived children, according to Mr. Nicholas Winter, Tory MP for Macclesfield. He was speaking on Sunday at a conference of young teachers in Chesham. He told them: "I utterly oppose all attempts by educationists towards progressive education, which will result in the murdering of a child's mind."

"They are deprived of being able to read a job advertisement, deprived of being able to do simple arithmetic without resort to the calculator, and deprived of being disciplined to take their place in a free and ordered society," he said.

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Pupils' minds murdered

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Market values in vouchers

The introduction of a voucher system would create an artificial market and this would be a real sovereignty. The Chairman of the Education Committee, Mr. H. J. P. Jones, said that the creation of an artificial market would give parents a false sense of security. The selection of consumer goods, commodities, holidays, etc., food.

Mr Jarvis said that a teacher should not use his position to exert an undue influence with regard to personal attitudes, opinions or behaviour which are in no way connected with the work of the school.

Mr Jarvis said: "In the light of the position of our code of ethics, the inquiry continues to be likely to take months and weeks. There are nearly 500 members to be considered."

All the junior staff have been taken over at the school by Mr Jarvis. Supply staff have been provided for the infant school. The head or her deputy attend every day and one teacher on a rota basis.

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The 1776 Exhibition

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The 1776 Exhibition is an outstanding British contribution to the American Bicentenary celebrations. A mammoth exhibition sponsored by the Times and the Sunday Times on the scale of their Turbans and the Chinese Exhibitions, 1776 will portray Britain's war with America and the eventual birth of a great nation, with reconstructions, models, audio-visual techniques, music, weapons, paintings and personal effects brilliantly telling the story of this most turbulent period in Anglo-American history.

The 1776 Exhibition is being staged at the National Maritime Museum Greenwich from 15th April to 2nd October 1976.

Full details of pre-booking for school parties can be found opposite.

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600 staff jobs head Harrow's cuts list

The Conservative-controlled borough of Harrow have drawn up a list of possible cuts in their education service which could save up to £1.7m in 1976. The authority emphasize that the list is provisional, but admit the proposals could mean the loss of 600 teaching and ancillary jobs, a quarter full-time.

A total of £1.1m—62 per cent of the proposed cuts—would be saved from cutting down on staff. About £450,000 of this would come from a reduction in pupil-teacher ratios of 3.5. At present, the borough's ratios are 28:1 for first schools, 26:1 in middle schools, 17:1 in high schools and 12:1 in junior colleges.

Other staff savings would come from abolishing "nocturnal" teachers who are used above established ratios in exceptional circumstances (£82,000); reducing numbers of lecturers at further education colleges (£171,000) and supply teachers by a quarter (£32,000); and by not employing foreign assistants (£26,000). Other proposals include cutting back on books and stationery (£145,000) and on new furniture and equipment (£60,000), postponing maintenance and minor improvements (£92,000); and reducing the administrative staff (£56,000). The amount of money that should be cut at independent schools would be reduced by £46,000.

The list will be discussed by the education committee next Tuesday

and will go before the policy and resources committee on December 1. It is unlikely that a final decision will be made until various technical difficulties have been resolved, such as how much money will come from the Government in the form of rate support grant and how much Harrow will have to pay various authorities, such as the fire and police services and the Greater London Council.

Mr Ken Hodge, the education finance officer, emphasized that the list is provisional. He said it was unlikely they would be accepted in full. The total amount of money the council were hoping to save was about £3m.

Early closing?

Buckinghamshire are considering a plan to extend the Christmas school holiday by a week, shorten the lunch hour and close all schools earlier each day to cut down their £900,000 fuel and lighting bill for schools.

The plan also includes shortening the summer holiday, although talks with the teacher unions have yet to take place, a spokesman commented. Buckinghamshire, who contain Milton Keynes, the fastest growing town in the country, spent £50.7m on education this year. The new plan is part of a £5m cut in next year's education budget of £63m.

Bias against engineering

The swing away from engineering degree courses at universities is blamed this week on the engineering industry's recession in 1971, when many firms drastically cut or suspended graduate recruitment.

A report from the National Economic Development Office on the shortage of qualified engineers also says that university careers advisers and employers believe that schools are biased against technical subjects.

"Perhaps the most widely held view of all, whether justifiable or not, is that there is a bias in the schools, either against science subjects, against engineering or against industry, which leads to an

imbalance in careers advice.

"The image of industry (or of particular sectors of it) is sometimes advanced as a factor influencing the attitudes of young people in their choice of university courses and of subsequent careers. In part this may be due to a social attitude towards industry but the impression left by the last recession (1971-72) when many firms drastically cut back or suspended altogether graduate recruitment is widely believed to have been a decisive influence."

Engineers, the report says, feel they have a lower status in terms of social prestige and of pay than other professions.



Pupils from the Pestalozzi Children's Village school in Salford, Lancashire, combine practical skills with a normal academic curriculum. A national appeal for £250,000 has been launched by Lord Boyle of Handsworth. The school, started in 1957, takes deprived children from the Far East, the Middle East and Africa and wants the money for a six-year expansion plan.

Meals programmed to please—and pay

A computerized school meals service developed by Sheffield Polytechnic has saved Essex education authority £6,000 in a year. Nutritional standards were higher and there was 10 per cent less wastage in schools.

So far ICIS and CAMP (Integrated Catering Information and Control System and Computer Assisted Menu Planning) have been used in only 25 primary schools in the county. Mr Desmond Powell, the county catering adviser, claimed that if used in all Essex schools the saving would be £112,000 a year.

The computer takes over what Mr Derek Gladwell, head of the polytechnic's hotel and institutional management department, says is the key job in catering—menu planning. He

is in charge of the catering research group and he hopes to persuade authorities to use the service. Savings are made mainly through reducing wastage. Before the system can be used, market research must discover the most popular dishes. Children tend to prefer the less costly foods.

The computer has to take account of the popularity of dishes, the importance of introducing children to desirable foods such as salads, tastes, textures, colours, and the food on staff and equipment. Above all it has to watch costs.

Something had to be done, said Mr Powell, to improve "the appalling standards". Some schools are as bad as motorway restaurants, except they are cleaner. In fact, some are so clean they forget about the

Council queries bus charges

Devon County Council, who have the largest school transport bill in the country, have come out against Government's proposals to make a judgement, MfEs were to introduce a flat rate charge of 7p a journey.

Proposals recently sent to authorities said they would ensure transport between school, although they would the final word as to whether the school should be closed or not.

Now Devon, who spend £22 a year on school transport, is a first authority to publish a reaction.

Although a flat rate charge would be welcomed in urban areas, said there would be a serious problem in rural areas where school transport was now the

spokesman said "while recognizing that providing and financing transport was causing increasing problems, both for local authorities and for parents, Devon were persuaded that the scheme would be either acceptable or workable."

The authority fear that the cost of fares and assessment of millions would cost almost as much as the money received from

Wide support for NUS talks on Chile

Delegates from 52 countries took part in a seminar on Chile, organized by the National Union of Students in London this week.

Violations of university physical repression of teachers, professors and elimination of scientific and humanist education were among the topics discussed.

The seminar was supported by several British trade unions, including the Transport and General Workers Union who have £100.

Madame Hortensia Allende, wife of the assassinated president of Chile, has sent her greetings for the success of the event. In a letter the NUS she said that young Chileans were being affected by military indoctrination in Chilean primary schools.

"Thousands and thousands of students and teachers have been persecuted for being members or sympathizers of Popular Unity," Madame Allende said.

"This is besides those who have been imprisoned in jails and concentration camps."

"I would also like to draw attention to the burning of books in university libraries. Documents in our possession show that this practice is still continuing. On the black list appear not only the names of Marxist authors, but the works of economists such as John Galbraith, Celso Furtado, and Nobel prize-winner, Gunnar Myrdal."

It is payable to say that O level maths is a must for our training, because maths forms part of our training, but the training maths may be a different kind; we may also regard that a Grade A pass in English is essential because of our need for good customer communication, and the English paper anything but a waste of time at least partially relevant. Exams would be advised to look at the relevance of some exams.

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Tyndale: DES 'neutral' despite MP's fears

by Alan Wood

DES are anxious to stay neutral. The William Tyndale controversy in case they are called on to make a judgement, MfEs were to introduce a flat rate charge of 7p a journey.

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The House had never clearly addressed themselves in modern times to who should decide matters of curriculum and teaching methods in schools. It could be argued that they went to the opposite extreme of having no curriculum control or influence by the DES. L.E.s also tended not to interfere.

The result was that, traditionally, this area had been left to the head and also, to a great extent, to individual teachers. Many children moved from one class to another, and from one teacher to another, and were expected to conform to different methods. It could be argued that the Department should take a much more positive role.

There was a case for some elements of curriculum and teaching method to be accepted as standard. Children should not have suffered the confusion that resulted from frequent changes in educational fashion.

On the Tyndale affair, Mr Cunningham emphasized how much he considered the interests of the children were being buried under a growing mountain of formal procedure.

He outlined events at the school and said he did not want to be unfair to teachers who were the subject of an inquiry. But the

interests of the teachers, even if it turned out that they had been entirely blameless, were nothing compared to the interests of the children. The children were suffering greatly.

It was the duty of the ILEA to get the junior school—the inspectors' report on the infants' school was very favourable—stuffed on a permanent basis now, without waiting until the end of the inquiry. If the inquiry exonerated the teachers, it could easily make that fact clear by a public statement and ensure that their careers did not suffer in the future. The public would then understand, as would the teaching profession, that the children had to be put first.

The teachers went on strike because the ILEA, set up by Parliament to run the school, decided to investigate one of its schools. Teachers had a right to strike like anyone else, but teachers who did so because the ILEA did what it had the right and duty to do, should have been suspended.

There had been several changes of plans for the inquiry. Not only had the time taken by the inquiry escalated, the formality of the proceedings had become increasingly intimidating.

A claim for legal representation of the parents had so far been rejected.

In that formal setting the parents would have a problem putting over their point of view. The whole operation was becoming almost like a fashionable murder trial at the Old Bailey. Meanwhile, back in Islington, the temporary teachers were valiantly struggling to do their best for the education of the children—who were what the whole thing was about.

There had to be a simpler and quicker way of settling disputes of this kind. If cases like this were allowed to grow into causes célèbres it was likely that schools would be closed which could have been saved. A representative of the DES ought to be present as an observer at the inquiry. The DES should consider some of the wider issues raised by the affair.

Miss Joan Lester, replying, said the nagged was that the children at the schools were caught up in a dispute not of their making but from which they were likely to suffer. Their future wellbeing must be the concern of all. The immediate task was to create conditions in which good relations could prevail so that the education of these children could be conducted in a relatively calm fashion.

She and the Secretary of State, Mr Mulley, were aware of the situation and informed about it. It would be wrong for her to comment on the detailed circumstances when a public inquiry was being conducted. Not only might any such comments be prejudicial to the inquiry, they might also prejudice any subsequent decision that the Secretary of State might have to take.

An approach had already been made to the Secretary of State asking him to use his powers to set up a public inquiry into the general situation, and once the conclusions of the present inquiry were known, it would obviously be necessary for him to decide formally on this request.

If no satisfactory outcome seemed likely to emerge from the ILEA's inquiry the Secretary of State might have to consider what he could do to help.

At the moment his view and that of the Department was that they wished to do nothing that was like a public inquiry. They would not wish to intervene to influence the course of events at this stage.

Miss Lester was a little disturbed about the length of time that the inquiry might take. She took the point that there could be ways of settling disputes of this kind more quickly.

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In brief

£88,000 saved

Leeds University saved £88,000 by its year. Short-term measures included sealing of gaps in window frames, better control of heating, removal of bulky items, less heating of buildings during holidays and a large down for the central heating system during the summer.

SSRC centres

The Social Science Research Council have approved the establishment of three research fellowships to encourage the development of research centres outside the centre of Wolfson College.

First concert

Surrey's newest youth orchestra, County Wind Orchestra, gave their inaugural concert at a children take O levels rather than at a meeting of pupils for O level and CSE courses. The meeting was held at the school's policy.

Poly courses

A Handbook of Polytechnic in England and Wales has been published by the Council of Directors of Polytechnics. Copies are available from the Secretary, 309 Regent Street, London W1R 7PE, at £2.50 (post in the United Kingdom).

Advice on careers

More than 25,000 young people under 24 went for careers advice under the Employment Service last year, according to the latest survey of the Department of Employment.

Scouts raise £101,557

Scouts in the United Kingdom raised £101,557 to buy a new boat for the Royal National Lifeboat Institution. The boat, named "The Scout", is built at Bideford.

Mining scholarships

Gold Fields, the international mining and commercial company, is offering five scholarships to assist students in the CSE system than to the present O level system. It is important to remember that since CSE was introduced, there have been radical changes in the O level system which has been largely influenced by CSE.

Travel guide

School Travel and Exchange is published by The Central Library for Educational Visits and is designed to assist teachers, parents and pupils in organizing educational trips and days.

People

Mr Terry Casey, general secretary of the National Association of Schoolmasters, has been appointed a member of the Open University Council.

Sir Philip Rogers, who has recently retired as Permanent Secretary to the Department of Health and Social Security, has been appointed chairman of the Outward Bound Trust.

Appointments

Dr A. M. Snodgrass, reader in classical archaeology, to a part-time chair in classical archaeology, Edinburgh University.

Professor James Clifford Mowbray, present professor of town and country planning in the Queen's University, Belfast, to the chair of planning and directorship of the Institute of Planning Studies, Nottingham University.

Schools

Mr K. J. Fyfe, deputy head of the Greenwich Secondary School, Bexley.

Exams in fifth a vicious waste of time'

General examinations in the fifth year of secondary school were a vicious and vicious waste of time. It was hoped they would be replaced by a single continuous assessment method, as recommended by the Schools Council, a London headmaster told a parent teachers' association meeting on Sunday.

Mr Edward Conway, head of the Comprehensive School, Campton, North London, was speaking at a meeting of the school's policy selection of pupils for O level and CSE courses. The meeting was held at the school's policy.

Mr Conway said it was detestable that he had to put pupils in for what parents felt was the wrong exam, by doing that, they were being mis-treated educationally.

"When talking to the child, you must give the impression that you are letting them down. The main thing is that he is working well, and you must give him every encouragement."

Earlier one angry parent had asked the feeling of the panel of senior teachers and examination experts. "What will the authorities realize that the CSE is a thoroughly disliked qualification? It is regarded by employers as valueless and I would much prefer my son to get a Grade D in O level under the newly introduced grading system, than a Grade C in CSE."

Mr David Board, secretary of the Metropolitan Regional Examinations Board, said he disagreed that CSE was unpopular. "In 1965 the ratio of O level candidates to CSE candidates was 17 to three. In 1974 the figure was 11 to nine."

It was likely that the two examinations could be merged within five or six years. "But the methods of examination adopted will be far sterner in the CSE system than to the present O level system. It is important to remember that since CSE was introduced, there have been radical changes in the O level system which has been largely influenced by CSE."

Mr J. Wagerman, a senior teacher at the school, said that taking CSE in the fifth form was no barrier to higher education. "Every teacher in the school has experienced the pupils getting a Grade 1 in CSE and going on to university."

"What you seem to be objecting to is that someone is saying that your child is not in the top 20 from who take O levels and not that the system itself is unfair."

Science diary by John Maddox

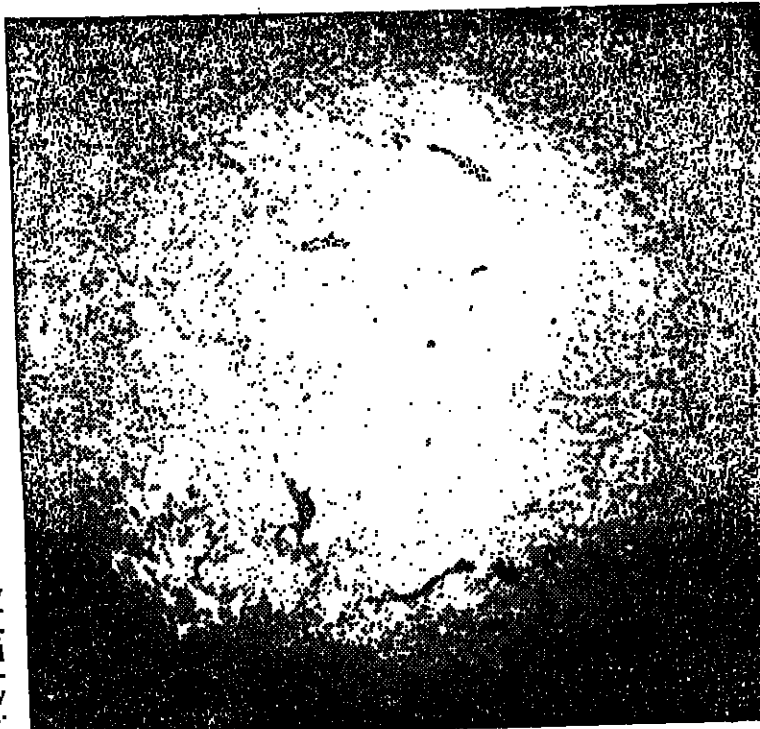
Flimsy straws in the solar wind

One of the surprises of planetary astronomy is that nobody knows for sure whether the sun is a more or less constant source of heat and light. Why is it that such an important and, it would seem, easy question has not been answered unambiguously decades or even centuries ago?

One obvious difficulty is that direct measurements of the output of energy from the sun are complicated, for those using instruments on the surface of the earth, by the presence of the earth's atmosphere. Measurements from satellites above the atmosphere should be simpler, but there is no single instrument that will measure the output of energy from the sun. Instead, to combine the results, a tedious exercise at the best of times. It is complicated by the appearance of sunspots, solar flares and other disturbances of the surface of the sun. This is why the Lowell Observatory at Flagstaff, Arizona, has been keeping careful records of the brightness of the planets Neptune and Uranus and, more recently, of Titan, the satellite of Saturn. It is the planets do, indeed, mirror the output of energy from the sun. It should be relatively easy to infer just what is going on.

That, at least, was the expectation. But an account of the variations of brightness of the planets published in Science (November 7) by the astronomer C. W. Lockwood suggests that matters are a good deal more complicated. Even so, it does seem that there has been an increase in the brightness of all these objects since 1972, and that the simplest explanation is an increase of the output of energy from the sun.

The brightness of Uranus (corrected for the variation of the distance of the planet from the earth) is to some extent affected by the fact that the planet is to some extent flattened by its rotation, with the result that the brightness of the planet varies with its aspect



Heat from the sun: nobody knows for sure.

as seen from the earth, but that can easily be allowed for.

When that has been done, the records show that the variations of brightness of Neptune and Uranus have been closely in step with each other since 1956. Moreover, since 1972, the brightness of the two planets has increased by roughly two per cent.

Unfortunately, it is not easy to jump from this observation to the conclusion that the output of energy from the sun has increased by two per cent in the past three years, and indeed the astrophysicists would be exceedingly unhappy with such a conclusion. Such a large variation of energy output would make the sun a flagrant exception among stars of the same kind.

One possibility that could blunt the dilemma which they are faced is that the efficiency with which light is reflected from the surfaces of Neptune and Uranus has been affected by some agency such as the solar wind, or by fluctuations of the output of ultra-violet radiation, but these are flimsy straws at which to clutch.

Much will depend on whether this year's summer minimum is followed by a decrease in the brightness of the planets, but there is nothing in the records of the past twenty years to suggest that the apparent variations of the output of energy from the sun are correlated with the phases of the sunspot cycle. It is all mystifying, except to those who rely on the assumption that the output of energy from the sun does fluctuate to explain climatic changes on the earth.

Physicists are puzzled by mu-meson twins

Yet another new particle of matter seems about to make its appearance. Humbled as they are by the failure in the 1950s, twelve months to account for the psi particles discovered last year at Stanford and the Brookhaven National Laboratory, the physicists are being uncommonly modest in their speculations about it. The facts, however, are these.

In experiments at the Fermi National Accelerator Laboratory, near Chicago, beams of the particles called neutrinos (which have no mass and no electric charge) have been fired at a target made of iron. The experimenters have been surprised to find among the particles thus produced an unexpectedly large number of pairs of mu-mesons, the still mystifying particles which are roughly 200 times heavier than electrons but which are otherwise essentially similar.

The production of pairs of mu-mesons by the collision of neutrinos with atomic nuclei cannot be accounted for on present theories, and a group of articles in the last two issues of Physical Review Letters (November 3 and 10) provides convincing evidence that a previously unknown particle of matter must be created in the process. Moreover, it has been possible to pin down at least some of the properties of this particle.

It is almost certainly a particle of nuclear matter, with affinities with protons and neutrons rather than electrons or mu-mesons. (Technically, it is a hadron and not a lepton.) It is between two and four times heavier than a proton, and it is unstable, lasting on the average for less than a hundredth of a microsecond.

It is distinguished from all the other known particles of matter by belonging to quite a different class of particles. It simply belongs to a different family.

Precisely what happens next is anybody's guess. Ever since the discovery of the psi particles a year ago, people have been trying without success to account for their existence. Now they have a second problem of the same kind to solve.

The only consolation is that the nature of the particles is plainly so closely linked with the transformation of nuclear into non-nuclear (or electronic) matter that its existence may in due course help to make the scene fall from our eyes in that puzzling field of speculation.

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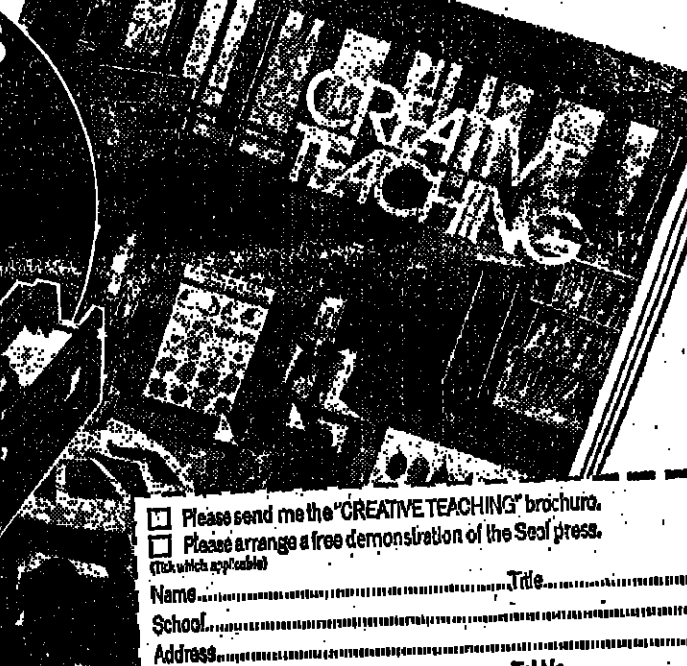
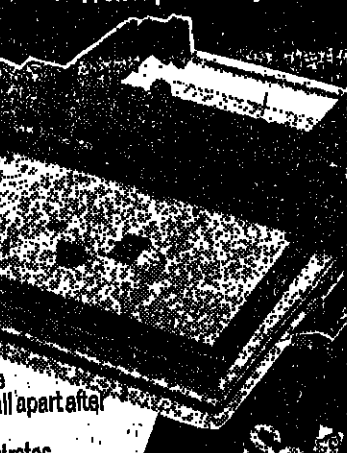
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Sweden

Reports reveal 'alarming illiteracy'

from Mike Duckenfield

STOCKHOLM Every year almost one in five Swedish 16-year-olds leave comprehensive school with the reading, writing and reckoning skill of a 13-year-old, according to a survey financed by the National School Board. And a quarter of these 20,000 "functional illiterates" only have the ability of an 11-year-old.

In addition, a separate, though simultaneously published report by the board's Adult Literacy Project (*Alfavnings Utredningen*) estimates that about 100,000 of Sweden's 6m adults and 40,000 of the 406,000 immigrants are illiterate to the extent that they cannot fill in an official form or read a contract of employment.

Reaction to the two investigations has been alarmed and rapid. The Association of Swedish Teachers (*Svensk lärarförbund*) has demanded a new programme for teaching Swedish in schools, the Office of the Chancellor of the Universities has proposed a lengthening of teachers' training and last week the Junior Education Minister in charge of schools, Mrs Lena Hjelm-Wallen, told Parliament that measures for improving Swedish teaching would be included in legislation next year.

For adults, the Alfavnings report suggests a new programme of basic education, which would cost 15m Skr (1.5m) during the first two years, free study grants for the least literate and the creation of 50 new teacher training places over a three-year period.

Hans Grundlin, a researcher at Linköping College of Education who wrote the schools survey, estimated that about 20,000 of the 106,000 pupils leaving the nine-year compulsory school each year do so without a sufficient grasp of the three 'Rs' to enable them to cope with the demands of working life.

He wants to see an increase in the number of hours a week pupils in all grades of the comprehensive schools study Swedish. At present those in the first six years generally have nine hours' tuition and those in the final three years between three and four hours.

The Alfavnings study shows that a disproportionate number of illiterates have physical or psychological handicaps and many end up on probation or in criminal treatment institutions.

The suggested programme of basic education for adults would consist of two stages. The first would be for those with reading and writing ability no better than a 10-year-old. Successful students would receive special free grants to attend a long course. The second would be for those less deficient and these students would receive the usual study support consisting of part loan and part grant.

Following the report's publication Mr Stig Stenroos, chairman of the Swedish Teachers Association, presented a five-point programme to Mrs Hjelm-Wallen demanding increased research into speech disabilities, more money for schoolbooks, better continuity of tuition between grades, more hours devoted to language teaching, smaller classes and increased pay for class teachers in the comprehensives to bring them up to parity with upper secondary teachers.

Sweden's illiteracy problem is not new. In the 1950s, Swedish teachers should be expected to have a three-term (a year and a half) to four (two years) and include new courses in, among other things, child and youth language development. Particular emphasis should be placed on means to overcome speech handicaps of pupils from socially and culturally deprived backgrounds.

In the first training term students should study grammar, semantics, stylistics, logic and the sociology of language; in the second, speech development and the media; and in the final two terms, the Nordic languages and their history. Speaking in the Riksdag last week, Mrs Hjelm-Wallen said she was not prepared to say what steps the Government would take to improve the teaching of Swedish. She did add that there might be changes in the way the language was taught but not, however, in the number of school hours devoted to it.

Alison Wolf reports on a startling experiment with hyperactive children in the United States Food additives 'may cause behaviour problems'

WASHINGTON

In an experiment completed this autumn, hyperactive children showed a significant improvement in their behaviour when following a diet free of artificial flavours and artificial food dyes.

The study, financed by the National Institute of Education, was the first controlled test of the theory of Dr Benjamin Feingold, a leading California allergist. Dr Feingold believes that hyperactive, or hyperkinetic, behaviour syndrome for which many thousands of children are prescribed heavy doses of amphetamines, is frequently caused by common food additives.

The results of this experiment, conducted by a Pittsburgh psychologist, Dr Keith Conners, who was himself originally sceptical of Dr Feingold's hypothesis, are giving strong impetus to attacks on the use of chemical additives, and to the frequent prescribing of drugs for children's behaviour problems.

The term "hyperkinesis" refers to a behaviour syndrome marked by extreme restlessness, easy frustration and chronic inattention. Since every classroom has its share of fidgety, restless pupils, many doctors and laymen worry that children are being labelled by their teachers as hyperactive without due cause.

Researchers working in the area are, however, convinced that a genuine problem and disability do exist, and that hyperactive children's aggression, and their inability to concentrate or get on with their peers, goes well beyond traditional naughtiness.

The number of children diagnosed as hyperactive has been rising rapidly in recent years, and so have the numbers placed on amphetamines in an attempt to control their behaviour. One Food and Drug Administration expert estimated that between 150,000 and 200,000 children were being treated with drugs for hyperactivity.

Previous explanations of the problem have ranged from minimal brain damage to family stress. However, most doctors agree that there is no "simple" syndrome. Patterns of behaviour vary from child to child, and while amphetamines have had a potent effect on many children, in other cases they apparently have exacerbated the symptoms.

Dr Feingold found that, when, instead of using drugs, he prescribed an additive-free diet, over half his hyperactive child patients showed immediate and often dramatic changes in behaviour. These were easily reversed if the children returned to eating additive-laden meals, or, in some cases, all they ate as little as a single chocolate bar.

However, as an allergist, Dr Feingold saw patients who were atypical, in that they showed asthma-like symptoms or skin allergies, and he controls or careful records of actual diet or behaviour changes were kept on the patients he describes.

The study conducted for the National Institute of Education was therefore designed to test the validity and general applicability of Dr Feingold's theory. It included primarily 10-year-old children who fitted the criteria for hyperkinesis, but had no other special features as a group.

After a preliminary period of observation, during which all medication was stopped, children were randomly assigned to one of two diets: a control diet devised to be as easy (or hard) to follow. Parents were told that the study concerned dietary factors in behaviour, and that it was important to try both diets and com-

pare them. After a month, each child switched to the alternative for the same period. Screening and drop-outs reduced the number of children to 20. None the less, the study produced consistent and statistically significant results. Weekly behaviour questionnaires were given parents and teachers, and a nutritionist collected data on everything the children ate during the period. The results showed that the children on the Feingold diet, compared to the control diet, showed a 50 per cent or more reduction in hyperactive behaviour. More than 70 per cent of the children were reported to be "more mature", more attentive, able to concentrate on a task, doing much better academically.

The effectiveness of the Feingold diet was especially marked in the children with the most severe behaviour problems, and between it and both the baseline period and the control diet a very high level of statistical significance despite the small sample. (The results observed were by chance only five in 100 times).

For parents, the results were clear. They were more likely to report some improvement in the control diet was used, although greater changes were reported on the Feingold diet. The latter was significantly better in the baseline period only, and not more effective than the control diet to the extent of statistical significance.

Although Dr Conners' results, dramatic support to Feingold's thesis, several factors make it difficult to generalize. First, children who began with the most severe behaviour problems showed the most marked changes in behaviour. Second, the Feingold diet, Dr Conners said, that this often happens in experiments with this design, and may result from observer bias, or "second" improvements after an attempt has apparently failed.

Second, the changes and improvements were for some children only. This is consistent with Feingold's own experience, which suggests again that there is a single cause for hyperkinesis, and that much additional research will be needed.

Third, both the control and Feingold diets resulted in children eating much less carbohydrate. This could mean that the children improved on the diet were suffering from hypoglycemia, which has long been suggested as a possible cause of hyperactive behaviour.

Finally, it is almost impossible to pin down the causes of change because the Feingold diet is too specific. It is intended to eliminate artificial colours and flavours, particularly yellow dyes, which are used heavily in hot dogs, cereals, ice-creams, cereals, and drinks, flavoured vitamin pills. But it also excludes aspirin and a number of fruits and vegetables which naturally contain salicylates. Patients who were hyperactive on aspirin, and also reacted to cyanates in fruit, and to egg whites, such as patients with a "whoosh" sound when they breathe, found that such patients improved on the Feingold diet, which has a structure resembling aspirin. Dr Feingold's real hostility, however, is reserved for additives which he believes to be responsible for a world-wide epidemic of hyperkinesis. On a general value of artificial flavours and soft drinks on the incidence of hyperkinesis.

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Germany

Moves to ban 'extremists' stepped up

David Dungworth

An attempt to establish uniform criteria for screening applicants for jobs in the public service by the last month gave a third reading to a Government Bill designed to exclude "political extremists" from civil service employment.

Since the law was passed in 1972, the Federal States have been based on the Extremists Decree issued by Chancellor Brandt and signed by President Lübke. This law gave the Federal States the right to refuse employment to a person whose political activities were judged to be a threat to the security of the Federal Republic.

In April, 1975, the Federal Administrative Court in West Berlin rejected an appeal by a school teacher and member of the German Communist Party (DKP) who had been refused employment by the Ministry of Education in Rheinland-Pfalz. It ruled that even though the DKP was not a banned organization, membership of such a Party did give rise to reasonable doubt that a person was prepared actively to defend the constitution.

Of even greater significance was the judgment made by the Federal Constitutional Court in Karlsruhe in May this year and published two months later. It upheld the decision of the authorities in Schleswig-Holstein not to employ a law graduate who had been an active member of a radical student group at the University of Kiel.

The court reaffirmed that West German civil servants have a special duty of loyalty to the State, even during probationary or temporary appointments. Membership of an extremist organization may make it difficult for an applicant to fulfil this requirement and could therefore be one indication among others of his unsuitability for employment.

These judgments have failed to resolve the fundamental differences of opinion between the Parliamentary Parties because both the Opposition and the Government see them as confirmation of their own interpretation of the Extremists Decree. So although the Government's Bill was passed in the Bundestag by 254 to 202, the CDU/CSU Opposition intends to use its slender majority in the Upper House—where the Bill is to be debated on November 28—to force further talks on its final shape.

Lebanon

Education seen as instrument of deep-seated divisions

by John Grettton

Education not only underpins the class structure, but is also responsible for the religious and political divisions of the country. It helps to keep in power the mostly Christian pro-West elite who control the Lebanese economy and foreign policy. The pro-Arab voice of the ill-educated mostly-Muslim masses does not get a hearing.

These are the conclusions of Claude Dubar and a group of researchers at the Beirut Institute of Sociology, which is linked to the Lebanese university of Lyon. The group was keen to show up as false the widespread picture, emanating from American academics, of Lebanon as a modernizing Arab State with democratic institutions based on religious and not class lines.

From a Government survey of the urban population, the group produced a sample of 153 broken-down into seven social classes. Over the sample respected that 50 split between Christians and Muslims. The religious breakdown of the various social classes, however, was left mainly to chance.

Naturally, those in more powerful positions and better jobs were better educated. Two out of five of the sample had never completed a year of education; and those included three out of five of all Muslims. Only 15 per cent of all Muslims had started on upper secondary education, as opposed to over twice that proportion of all Christians.

Much of this, says Dubar writing in *Revue française de sociologie* (vol 15, No 3), can be laid at the door of the private sector of education, and particularly the foreign-run schools and colleges. In Beirut alone, among lower-class students, 5 per cent of Christians had started in a private foreign school, as against 1 per cent of Muslims.

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Much of this, says Dubar writing in *Revue française de sociologie* (vol 15, No 3), can be laid at the door of the private sector of education, and particularly the foreign-run schools and colleges. In Beirut alone, among lower-class students, 5 per cent of Christians had started in a private foreign school, as against 1 per cent of Muslims.

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Sport

Town sets pace in dual use

by Stanley Levenson

Park Hall junior school, in Walsall, opened in September, but there is more to it than shining brightness. It is the focus for neighbourhood sport and recreation, a project being watched with great interest by the Sports Council.

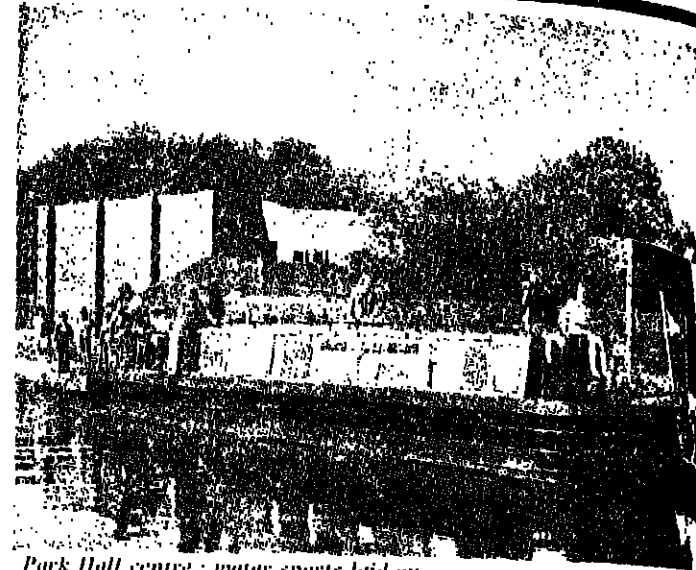
Apart from the usual sports amenities for seven to 11-year-olds the school has had grafted on to it a number of facilities which are available to the public at large. The extra special ingredient is that the affairs of the recreational sector are run by the local community association.

Mr John Ferguson, assistant education officer in Walsall, says that the association was brought into existence because the education cuts balked the plan to employ an additional teacher trained in recreation management.

Heating, lighting, cleaning, care-taking are free. The association fix a rate of people to be in attendance and all the income is used to improve the centre or employ helpers when needed. But the lack of a full-time trained teacher puts an extra load on the head, Mrs Jean Powell, says Mr Ferguson.

Park Hall, which has 320 boys and girls, has a large hall, with a stage that can be used as a music room, a room for the youth club, a large committee room, two squash courts, changing rooms and space for a bar.

It is beside a canal which gives



Park Hall centre: water sports laid on.

the school and centre a chance to have a go at water sports. The large committee room is also used as a workshop for the boats.

The extra facilities cost £60,000, of which the Sports Council contributed half.

But Park Hall is not alone, even in Walsall. Closer to the city centre is Birchills C of E Junior school, whose head is Mr R. M. Williams, and which takes many immigrant children.

It too, is new and has identical facilities but has the plus of a professional worker, appointed before the cuts. Three other schools in the town, all secondaries, also have community recreation centres but on a bigger scale.

Mr Ferguson says that all this is part of Walsall's policy, pushed ahead by the CEO, Mr R. D. Nixon, neighbourhood community development, having centres within walking distance, backed up by bigger schemes in secondary

schools and elsewhere. What Walsall is doing is of most of the country and well into the new emphasis of the Sports Council on dual use, improvisation and design, management.

These were spelled out by the Sports Council chairman Robin Brook, and the director Walter Winterbottom, as a keeping sports going in troubled economic times.

They are working on schemes to convert redundant churches, multiply at the rate of about 12 a year, disused cinemas, of which there are about 1,000, drill halls, and so on, into sports centres.

Another scheme dear to the heart of the Sports Council is to floodlit for all the year use. The big point about all this is that it is not a cost-cutting exercise, it will cost little.

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Refugee schools in Cyprus;
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Lord Hailsham on Evelyn Waugh

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Books: literature;
China; education;
sociology;
history textbooks

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Talkback:
rock theatre;
12-16 schools

Not a load of rubbish

Janet Pugh and Stephen Thomas look at ways in which children's interest in 'media culture' provide a basis for classroom learning



The pupils' book for the BBC programme 'The Electric Company' made good use of visual techniques which were familiar to children

activities in the classroom. It is also possible to employ the techniques and conventions of the mass media in achieving educational ends.

Sesame Street and *The Electric Company* represent significant steps forward. Both have made sense of the idea that education and entertainment are in opposition, and have used the style of the television advert, animation, appealing music and other special effects to teach simple sound and letter recognition. Obviously no teacher could develop such a sophisticated project single-handed, but there is much that can be learnt from the underlying philosophy: that television viewing can reinforce educational objectives.

Michael Scarborough, a recent Independent Broadcasting Authority Fellow, has carried out research with primary school children which is highly relevant to this kind of innovation. In *The Educational Value of Non-Verbal Television* he has made some interesting observations about children's per-

ception of themes and characters in popular television programmes. He found that: "There obviously exists among many children a need and a will to discuss different aspects of programmes. . . . The need to talk about what has been seen on television seemed . . . to arise either from a desire to understand excitement or from a failure to understand elements within a programme."

Because children have confidence in and involvement with television, it appeared to be a far more stimulating source for the discussion of "character and the human situation" than most of the textbook literature found in schools.

Video-tapes of programmes such as *Z Cars* and *Some Mothers Do 'Ave 'Em* were used to develop children's comprehension skills. In talking about a five-minute extract from *Dad's Army* children were able to explore character in a way that "teachers might hope for from a written passage, but might rarely secure from children of this age." It was

possible to use even relatively trivial material to examine fundamental questions. Television watching was by no means a passive and uncritical activity, and children of a wide range of abilities were at ease in expressing their understanding and appreciation of what they had viewed. Scarborough's work demonstrated the considerable benefits which can be derived from relating children's television viewing more closely to traditional forms of teaching.

Although television may be the dominant medium in the lives of young children, comics, pop music and, to a lesser extent, radio and the press have their part to play, and present further opportunities for use in schools. While the modes of expression, idiom and content of pop music may only have limited relevance, comic strip techniques have received considerable use in the teaching of reading and the development of creative writing.

The comic strip formula provides a context which is familiar to the child, and because of its association with pleasure, enjoyment and fun, one which can be used to generate interest in tasks which may become dull and repetitive if taught in a conventional way. Eunice Boothman's *Pic Papers*, for example, have used the framework of the comic strip for a series of readers for adolescents. The pupils' book which accompanied the BBC broadcasts of *The Electric Company* used comic strip methods extensively to emphasize teaching points made in the programmes.

The comic strip is a particularly effective medium for encouraging remedial children to develop their writing skill and to tell a story. A five-year experiment carried out in schools in Tallinn, in Italy, found that although some children are very uncertain about communicating through speech or writing they are able to express themselves freely in drawing a comic strip story. If freely in drawing a comic strip story, children begin to associate words with pictures, and can eventually produce quite sophisticated work.

Comic strips can also be used to teach children about the logic and sequence of a story, by getting them to write a number of individual pictures into a coherent narrative or by giving them incomplete stories to finish. Simple comprehension exercises, particularly exercises which emphasize temporal sequence, can also be based on a comic strip story.

Although the content of radio and the press are relatively unimportant as far as young children are concerned, they do provide a means of communication which can be imitated in the classroom as a means of giving purpose and direction to children's efforts. A taped radio magazine programme involves the preparation of a considerable amount of written and oral work, work which, under normal circumstances would not be directed towards any particular end. Such magazine programmes could be played to other children or sent to another school.

St. Dunstan's primary school, Birmingham, have their own radio studio, in which programmes are made and broadcast to the whole school. Many of the BBC local radio stations broadcast material produced by schoolchildren. School or class newspapers are another way of using mass media methods to encourage children to communicate. There is much to be gained from developing closer links between formal teaching and children's interest in and knowledge of media culture. The media do have limitations, a lot of television watching and reading of poor quality, but it is better to take a positive attitude to such offerings and build on what strength they do have than to reject them out of hand. They do have to take a positive attitude to such offerings and build on what strength they do have than to reject them out of hand.

Any teacher who dismisses such a large part of the child's life outside school is taking a simplistic solution to a complex problem. There need be no direct conflict between children's leisure activities and their work in school.

Janet Pugh and Stephen Thomas teach at St Mary Redcliffe primary school, Bristol.

The loved one

Lord Hailsham reviews Christopher Sykes's biography of Evelyn Waugh



Evelyn Waugh: A Biography. By Christopher Sykes. Collins £5.50. 0 00 211202 7. Reprint. £6.50. 0 7156 0772 3. Labels. £5.95. 0 7156 0859 2. By Evelyn Waugh. Duckworth.

We are always being told that there are no "characters" nowadays. This proposition is manifestly false, since the one constant feature of the changing scene about us is surely the pervasiveness and infinite eccentricity of human nature.

But this proposition can also be tested empirically. The bonds of friendship and the laws of libel inhibit me from citing the many cases of living contemporaries, though I was slightly tempted by a recent profile of myself appearing under the description "A genuine eccentric" to exclaim a long way after Lord Shawcross: "We are the characters now." But consider the case of the newly deceased, concerning whom recent books have been written. Consider the brothers Fleming (Peter and Ian), Consider Brendan Bracken. Consider Dick Crossman (diaries but no book yet). Consider also Randolph Churchill. Yes, and consider the case of Evelyn Waugh.

"Characters" are now always, perhaps not usually, admirable. Of those whom I have mentioned, neither Evelyn Fleming was unequivocally a "good" one. More frequently, bad qualities and good exist uneasily side by side. "Characters" are by no means always likeable men. Nor can they be defended wholly on rational lines. Yet often they remain lovable. I myself have never attempted to defend Randolph Churchill (described by Mr Christopher Sykes as "preposterous", unfairly, I think). Yet I do not hesitate to say that I loved Randolph, as I did also Brendan Bracken. This is the

very word Christopher Sykes uses of his lifelong friend and subject, Evelyn Waugh. I only met Evelyn Waugh once, and then I was an undergraduate. I met him in the smoking room of the Gridiron Club at Oxford, somewhere between the publication of *Decline and Fall* and *Vile Bodies*. The only other time in my life when I was aware of his presence was when, as a minister, some 40 years later, it was my duty to make a speech at the Royal Academy banquet. I noticed him among the audience regarding me with a concentrated expression of venom which I had only previously remarked in carnivorous animals about to consume their prey. I had no difficulty in recognizing this expression from Mr Sykes's description as the same as that with which he had regarded two of his closest friends through a window of a Nissen hut in the war. "Never hurt I seen envy, hate, and rage so effortlessly conjoined in a human face, every emotion concentrated in his glaring eyes."

Despite the fact that I have no doubt that the encounter would have been disagreeable at the time, to me certainly, and perhaps to him, I heartily regret that I never made Waugh's acquaintance. I have no doubt whatever that Waugh was a genius, albeit a flawed genius, much as he described his earliest love, Olivia Plunket-Greene; "Olivia 1/3 drunk, 1/3 insane, 1/3 genius". But this was not Waugh's own assessment of himself. "I am not a genius," he said to his friend Sykes, "I am a very good person," he added with a monolingual show of teeth. "I am a very good person," he added with a monolingual show of teeth. "I am a very good person," he added with a monolingual show of teeth.

In this, I beg to differ. No doubt there is a distinction between genius and mere talent, just as there is a distinction between sanctity and mere virtue. Waugh regarded himself as a talented craftsman, and so, on the whole, he was. But his inventiveness, his description of character, the wild and almost epic heights to which he lifted pure comedy, the capacity he had for evoking the very atmosphere, almost the smells, for instance of the army during the war, went far beyond mere talent and are not to be explained simply in terms of the disciplined elegance of his English, or his masterly economy in the use of words.

Mr Sykes has the sense to make no bones about Waugh's defects of character, his dis-

sipated and homosexual youth, his strange and brutal boorishness, often exhibited towards those who could not effectively repay his constantly excessive use of alcohol. These faults gave his enemies a handle, but there must have been much more to him than this. These are not lovable qualities, and by those who knew him well, including his own family, Waugh was greatly loved. Indeed, among the nicest things of the book are the letters in the appendix written to his daughter Margaret, and the absurd but endearing letter to her mother, Laura Herbert, in which he proposed marriage.

Mr Sykes is quite right to point to his religious life as at the very centre of the mystery of Waugh. It would be easy to write of his conversion to Catholicism as a mere intellectual exercise, perhaps even an example of his perversity. But that it certainly was not. His exemplary patience at the interminable delays in the fulfilment of his marriage to his first wife, who had deserted him most cruelly, and the testimony of countless friends exclude anything but admiration of his constancy and of its effect upon his life. His own self-deprecatory and half-humorous apology also speaks for itself. You have no idea how much nastier I would be if I was not a Catholic. Without supernatural aid I would hardly be a human being.

All the same, for such a very well instructed convert some of his religious ideas seem surprisingly naive. Can there be many men, Catholic or Protestant, who would bribe a local minister of religion to pray for a generous verdict in his favour in a libel action by promising 10 per cent of the proceeds? Or who would reward a group of nuns for their success in procuring for their orphans fine weather for the precise period of his daughter's coming out dance with the scarcely princely tip of an extra three pounds over and above the original two?

The trouble, I am disposed to think, about Waugh's religious conversion was that, from the first, the type of Catholicism which he espoused was of the old, ghetto-minded sort that could never come to terms with the main stream of English, or British, history. It is this fact which explains much of his

conduct, and a good deal of his writing. He can understand, of course, the martyrdom of Campion's martyrdom (for such it was).

But one can do this and yet not understand the monstrous folly of the Papal Bull which encouraged the murder of Elizabeth I. It is the malady of old age, the length they overtook the greatest of sovereigns in her long decline.

It was Waugh's inability, despite his patriotism, to allow his Catholicism to be the main stream of our national life (as the main stream of our national life is) which explains his constant contempt for politicians and politicians, his deliberate creation of a curmudgeonly pose, strange and sophisticated electronic device. It is not less his extraordinary spiritual rule after Vatican II, by which, without coming an apostate, he could not be a priest.

But, as always, behind the rather the comedian, there was real suffering. Waugh, there was always Pinfold, and Pinfold was a character who underestimated the fiction and loyalty of friends, and exaggerated wickedness and hostility of enemies. In the end Waugh was lovable, and the of it is that he was in fact loved, and his qualities very warmly appreciated by a number of outstanding men and women of his time. Christopher Sykes's book is worthy, and highly readable, monument to a strange man, a flawed genius, a writer, but one who never reached his potential. I for one have enjoyed reading about him and if I find the biography one, it is only because I believe that a very great potential was never fully realised.

In the meantime, Duckworth's handbook on two fresh editions of two new Waugh's, dating from before *Decline and Fall*: his book on Rossetti, and his book, *Labels* dealing with an early career around the Mediterranean and the Waugh fans, of whom I am one, will add to their collection. But, despite introductions by John Bryson and Robert Amis, I doubt whether there is anything to say about them.

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Priest-poet or poet-priest?

Kitty Mrosovsky on the work of Gerard Manley Hopkins

Gerard Manley Hopkins: Poems. By Margaret Bottrill. Macmillan £3.95. 333 14968 8. Paperback. £1.75. 14969 6.

Landscapes and Inscapes: Vision and Inspiration in Hopkins's Poetry. By Peter Milward. Photographs by Raymond Schoder. Paul Elek £6.00. 0 236 40000 2.

Gerard Manley Hopkins: A Critical Symposium. By the Kenyon Critics. Search Press £2.50. 860 12016 3.

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heads the "Modern Studies" section, believes that the Jesuitical discipline refined and concentrated Hopkins's poetic power; while Elizabeth Jennings, characteristically, admires him as poet-priest for having mastered a double-dose of vocational suffering.

All this is plausible, so far as it goes, but still leaves one room to speculate about the relation between Hopkins's self-assurance and his self-doubt. One shouldn't forget that he could write that the effort of composition was for him "a sacrifice". I rather wish that Margaret Bottrill had included more of the two somewhat more subtle arguments in his introduction to Hopkins's *Devotional Writings*. These, Father Christopher Devlin suggests, characterise Hopkins's work, and he will be invariably be opposed to his desires, this conviction reflects not only the Victorian split between "duty" and "inclination", but the Victorians' obliviousness of the way their their proclaimed duties, Hopkins's decision to write poetry, and the conflict he experienced can be seen as the result of an obscurely "wild" psychological error.

Donald Devlin, on the contrary, has credited Hopkins with psychological acumen. He argues that Hopkins the poet was not a less self-expression, an uncompromising individualism not unlike Milton's exoteric and arrogant; and that he recognized that this was incompatible with priestliness. It would have been interesting to know if this view alongside Patrick A. Wolfe's perceptive essay

on the "terrible" sonnets, in which she quotes from the *Devotional Writings* the passage: "This song of Lucifer's was a dwelling on his own beauty, an interesting of his own, in a hymn in his own praise."

28 Books/Modern Languages/Classics

RESPECTABLE FOR ALL

Michael J. Smith

Multiple Choice French. By G. Varnava. Book 1. 0 216 89810 2. Book 2. 89812 9. 85p each. Workbook 1. 89811 0. Workbook 2. 89813 7. 30p each. Blackie.

Multiple-choice testing arrived on the modern languages scene concurrently with such developments as the introduction of French into the primary school, the spread of modern languages teaching over the whole secondary school, ability-range and the increased popularity (even if not always for educational reasons) of mixed-ability teaching, with its corresponding increase in individualized learning. It is arguable whether the increased popularity of such testing is, at least in part, the result of these developments or whether advances in examination techniques would have produced this particular form in any case, perhaps if only because of the comparative ease and speed of automatic marking. What is now beyond doubt, however, is that multiple-choice testing is not the prerogative of younger children or of the less able; it is becoming increasingly respectable for all.

Mr Varnava's books have been developed over a period of two years in a mixed ability intake of 12

forms at Holland Park Comprehensive School, and pre-tested with over 1,000 pupils. Books One and Two consist each of 30 units (including three revision units), the answers to which are intended to be written in the two consumable workbooks. When used to supplement a basic language course, each book would cover about one year's work, but within a scheme of individualized learning the ground could be covered more rapidly. In Book One the stimuli are for the most part pictorial, giving way to more textual stimuli in Book Two. At the end of each book is an answer key; teachers who excise this in an effort to obviate cheating on the part of their pupils will unfortunately find the second part of unit 30 on the back of what they have cut out!

The workbooks are much more than mere exercise-books for the writing down of answers. In addition to this function, they have supplementary exercises of their own (twice answer spaces), divided in each case into 30 units which correspond to each unit of the equivalent book. Half of each page is ruled to allow for further writing to develop the exercise in various ways which may be suggested by the teacher; thus, the workbook is intended to replace

traditional exercise-books, but is itself something considerably more versatile.

In his introduction, Mr Varnava makes the novel suggestion that in the early stages the multiple-choice exercises could be used orally in class, the teacher reading out the question and then each answer in turn, eliciting a "Non" or "Oui" either from individual pupils or from the class as a whole. This is a sound suggestion, for is not this what language teachers are doing, and rightly, in the classroom, posing a question, and then, partly in order to relieve tension, particularly with the less able or the reluctant pupil, encouraging the right response by suggesting unlikely, if not completely impossible, alternatives?

Many teachers claim to have evidence that least able pupils can be confused by multiple-choice testing and prefer to give direct answers to questions. Mr Varnava, however, makes the point that his exercises are intended primarily for training in reading a comprehension; this being so, the suggested answers which the pupil is required to reject as false become just as important a part of the exercise as the correct answer. In this type of test, correct choice requires multiple comprehension.

AN APPRECIABLE VARIATION OF DIFFICULTY

Philip Lewis

Dialogues en Images. Books 1 (0 7131 18709) and 2 (1871 7). By G. Richardson and M. L. Lord. Edward Arnold 78p each.

These profusely illustrated books have been compiled by two lecturers for use with the middle school. The aim is to provide for classes of a wide range of ability through, and rightly, in the classroom, posing a question, and then, partly in order to relieve tension, particularly with the less able or the reluctant pupil, encouraging the right response by suggesting unlikely, if not completely impossible, alternatives?

A series of admirable and skillfully contrived drawings by Jane Michellis—proceed the individual sections portraying situations well

within the comprehension of school pupils. A short dialogue, accompanied each picture as an explanation of what is going on, is followed by a list of questions. I would suggest that these dialogues be read aloud and pupils listen to an explanatory version of the dialogue. Coupled with the questions, these dialogues are questions and answers. These latter are incorporated into the dialogue, and would prefer to ask their questions at this point. After a few minutes, the teacher would then ask the questions, and the pupils would then answer. This is a very good way of using the books. The questions are of a variety of types, for example, true or false, multiple choice, and so on. The answers are given in the book, and the teacher would then ask the questions, and the pupils would then answer. This is a very good way of using the books.

The books are of a high standard, and the illustrations are of a high standard. The questions are of a variety of types, for example, true or false, multiple choice, and so on. The answers are given in the book, and the teacher would then ask the questions, and the pupils would then answer. This is a very good way of using the books.

AIMED AT FOREIGN LEARNERS

Robert Jordan

Dictionary of English Phrasal Verbs and their Idioms. By Tom McCarthy and Beryl Atkins. 95p. 0 00 32527 7. Learning Rhythm and Stress. By Mohamed Heliel and Tom McCarthy. 38p. 0 00 32525 6. Patteris of English series. Collins.

Collins are expanding their English language teaching list with their new Dictionary of English Phrasal Verbs and their Idioms by Tom McCarthy and Beryl Atkins. The dictionary, which contains over 3,000 phrasal verbs, is aimed at foreign learners of English who have reached an intermediate level (an active vocabulary of 3,000 words plus). Certainly these learners will be in need of such help: phrasal verbs are an important and difficult area of (mainly) colloquial speech.

The basis of the classification employed in the dictionary is the division of transitive verbs into separable verbs (an item can be inserted between verb and particle) and inseparable verbs (verb and particle are inseparable). Field and style labels indicate the register and degree of formality of use. A gloss is provided for each verb together with illustrative sentences. The whole book is well produced, clearly arranged and easy to use. It should become a standard work of reference in this difficult area.

A number of phrasal verbs are comprehensively dealt with ("put" contains 20 main entries, "run" 22, "see" 34, and "go" 38), but no claims are made to exhaustiveness for the book as a whole, not the criteria for selection clearly explained. This is regrettable in such an obviously useful book. There are some curious omissions:

for example, "attend to" (meaning, "deal with"—this is also omitted), "come to" (meaning "amount to" but meaning "come round" is included), "tip off" and "try with".

It is hoped that the coverage might be extended in the next edition, and some of the misprints removed. The ship *carried* along before a strong wind" (p. 38) is definitely confusing with the word *carried*, especially as it is followed by "a curved particle" in any case, the item is of marginal use compared with some omitted items.

For use with the dictionary is a companion workbook *Using Phrasal Verbs* (not reviewed here). It is in Collins new Patterns of English series. The latest workbook in this series is *Learning Rhythm and Stress* by Mohamed Heliel and Tom McCarthy.

The method adopted is to present some of the common sentence patterns and to practice the stress patterns in stressed and unstressed words. A "dash" procedure is used to indicate the stressed/unstressed syllables. After each example, there are exercises for practice in class.

The book is a sound approach to a difficult field. It is a little surprising that no use has been made of rhymes or verse, at least in the early stages. Perhaps its main aim is to introduce stress-timing to speakers of syllable-timed languages. Unit nine on the tonic is particularly useful.

I wonder if students practicing the isolated sentences (which form the bulk of the book) will be able to transfer correctly to realistic situations. It is a pity that greater use could not be made of dialogues and contextualized passages to try to overcome this difficulty.

ESSENTIAL

Kenneth MacGowan

Hurup's English-French Dictionary of Slang and Colloquialisms. By G. A. Marks and C. B. Johnson. Hurup £7.25. 0 245 52267 0.

"A dirty mind", James Agate once remarked "is a perpetual feast". Not that I am suggesting that this first-class dictionary is a dirty book; far from it. But one may be forgiven for thinking that the definition of a mild, chuckling satisfaction at seeing words and expressions which normally remain in petto given a lexicographical dignity. Moreover, there is a kind of innate poetry in popular language which even a dictionary cannot wholly conceal. Upon this book at any page, at random, and my point is made: "gerding" (gerdinging) French: boum (badaboum) pan! (vulgar). Similarly with the words that the publishers call "very vulgar". The extraordinary convolutions of obscenity and blasphemy upon the fascinating light on our common nature.

This is the second volume of the dictionary, following the French-English part published in 1970 and edited by the late Joseph Marks. The saddest feature of all is that the first volume, only five years ago, cost only 50 shillings. But if the price for which the publishers certainly are not to be blamed, there is no falling off in standards. The book is well bound and very clearly printed on good paper.

Dictionary of this kind are essentially passive books since it is very rare that anyone can be effectively obscene or even vulgar except in his native language. But this dictionary is essential to the literature of a permissive society. At 18 I found *Le Feu difficile* because no such dictionary existed.

John Brumfield, who has been writing about the history of the book since 1932, is the custodian of that time had allowed the respectable house of Hurup to produce this book. The book is a very good one, and it is a pity that the publishers have not been able to do more for it. The book is a very good one, and it is a pity that the publishers have not been able to do more for it.

Reviewers of a dictionary always, usually, look out for mistakes. I can find none among the words that are familiar to me, but I cannot judge American and Australian slang by the high standard of the English allows me to take it for granted. In addition to being a dictionary, it is a work of scholarship. All that one misses is the dating of entries, but that would double the size of the book and presumably the price.

THREE GREEK STATES

Malcolm Schofield

Aristotle and Xenophon on Democracy and Oligarchy. Translated with introduction and commentary by J. M. Moore. Chatto and Windus £4.25. 7011 2060 6

This book contains translations with historical commentary of four ancient Greek accounts of three Greek states: Aristotle's *Constitution of Athens*, the shorter treatise on *Sparta and Athens* traditionally ascribed to Xenophon, and a page or so on the Boeotians from the work of an unknown author, called by scholars the *Oxyrhynchus* historian after the Egyptian village where the papyrus fragments of his continuation of Thucydides were retrieved from the sand. Dr Moore has performed a useful service for the increasing numbers of university students who take courses in ancient history without knowledge of Greek (or even Latin) and for those who construct and teach such courses. No study of Greek history in the fifth century B.C. would be conducted without reference to Aristotle's treatise; yet although translations and commentaries exist, there was room for a new version with bibliographies and detailed historical notes intelligible to the relatively uninitiated. Dr Moore has done this, and his book is a pleasure to read. It is a pity that the publisher has not been able to do more for it.

I am sorry that Dr Moore is not more interested in Aristotle and his political philosophy (it is perhaps symptomatic that the philosopher's birthplace is incorrectly given). He and Dad, swinging between severity and permissiveness in an attempt to reach Mandy, have a growing sense of guilt as they realize that Mandy has been doing so well. Mandy has been brought back by the police, and the professionals are called in. Mandy is a very good one, and it is a pity that the publisher has not been able to do more for it.

ESCAPE ROUTE?

The Scillies Trip. By John Brumfield. Gollancz. £2.50. 0 575 10017 2.

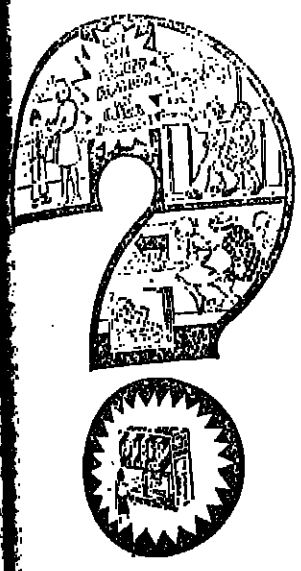
Mandy, in *The Scillies Trip*, is 16, and deeply involved with drug culture. She lives with her parents and younger sister Sally on the family market garden in Cornwall—drugs are an escape route from an oppressively ordinary home and the prospect of a dull job, Mandy's vitality and fooling make her a favorite at home, even though her growing tendency to "break her parents' rules" precipitates frequent confrontations. Sally, through whose fascinated and disapproving eyes the story is seen, feels that her elder sister is getting away with too much, especially as she is aware, as her parents are not, of Mandy's expectations with pot, and subsequently amphetamines and LSD. But Mum

and Dad, swinging between severity and permissiveness in an attempt to reach Mandy, have a growing sense of guilt as they realize that Mandy has been doing so well. Mandy has been brought back by the police, and the professionals are called in. Mandy is a very good one, and it is a pity that the publisher has not been able to do more for it.

The book centres round the drug issue, and characters seem to be brought in only to represent a viewpoint. There is also a certain amount of having it both ways—readers get a detailed account of an LSD trip and of how to roll a joint. The overall, a balanced book in which the complexity of the situation is shown. As a narrative it works well, and the dialogue is natural, and the telling of the story is a pleasure. The book is a very good one, and it is a pity that the publisher has not been able to do more for it.

Shopping sense

Carolyn O'Grady



A new consumer pack, *Thinking About Shopping*, is being sent this week free of charge to all schools with children in the eight to 13 age range. No copyright restrictions are being imposed.

The kit has been produced by the Office of Fair Trading with the help of the Consumers' Association and the ILEA Media Resources Centre.

Part of the effort being made by the Office of Fair Trading to disseminate information, the mailing which the view of Mr. John Hedges, director general of Fair Trading, that schools should be one

of the major recipients of this information. Publication of the pack follows while research on the part of the organizations concerned into what teachers wanted. They discovered, says Mr. Hedges, that, though there was a large amount of material for children aged 14 and upwards, little existed for younger pupils who, teachers believed, were well able to deal with the issues involved.

Topics covered in the pack include different types of shops and methods of shopping, shopkeepers' problems, what influences people to buy, advertising and marketing, labels and marks, packaging, saving and borrowing, and local and national sources of advice, help and protection.

The pack, say the publishers, takes full account of differences of law found in Scotland and Northern Ireland. Pupils activities have been graded according to difficulty in each worksheet so that the teacher can use them flexibly according to age and ability of the children. Illustrations are so simple that they can be coloured by younger children. The worksheets are supported by teachers' notes.

Thinking about Shopping was designed to be easily and clearly photocopied, but teachers without access to reprographic equipment can order further free copies from: Central Office of Information, Publication and Design Services Division, Hercules Road, London, SW1 7DU.

Pop-style project book for religious education

Owen Surridge

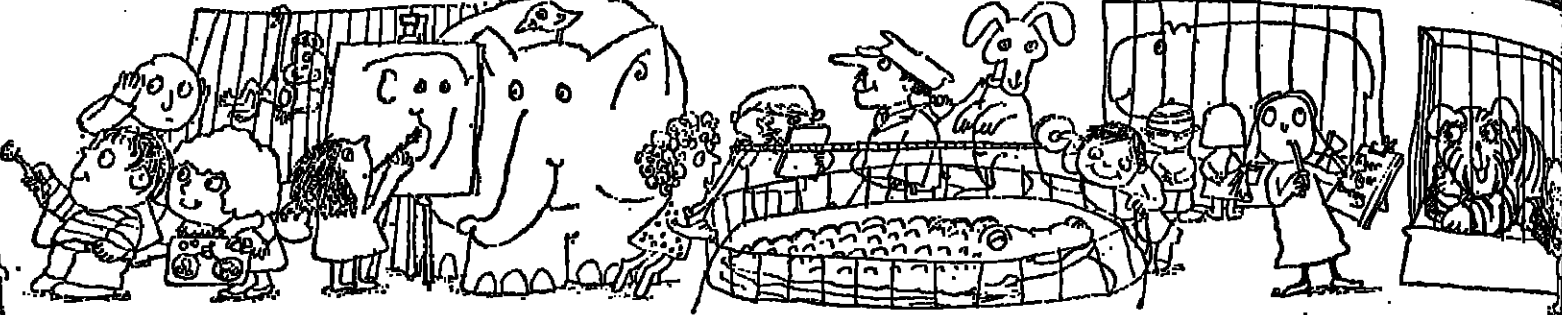


From a worksheet entitled "Why Do We Bury?"

A new pop-style religious education project book for 11 to 13-year-olds has been launched by the Inter-School Christian Fellowship, the school promotions branch of the Scripture Union. Aimed primarily at state schools, it is dressed up as a magazine and bears the title *Clearway*, a motoring analogy. It offers information, stories, pictures, puzzles, features and discussion material intended to prompt questions rather than provide answers. Biblical stories appear in modern guise, moral posers and "things to do" section provides alternatives to the devil's employment under the general heading "holiday special". Mr Derek Wood, the editor, said: "This is intended as fun for children, not as lesson material for teachers. It is not evangelistic but it is prepared from the Christian point of view. Although it is aimed at individual readers, its purpose is to inspire group activity, particularly among school Christian groups." The book has no advertising and is planned to appear three times a term. The three sets can be stapled

together into one cover with explanations to teachers and a detailed syllabus for each term. The Bible has been launched by the Inter-School Christian Fellowship, the school promotions branch of the Scripture Union. Aimed primarily at state schools, it is dressed up as a magazine and bears the title *Clearway*, a motoring analogy. It offers information, stories, pictures, puzzles, features and discussion material intended to prompt questions rather than provide answers. Biblical stories appear in modern guise, moral posers and "things to do" section provides alternatives to the devil's employment under the general heading "holiday special". Mr Derek Wood, the editor, said: "This is intended as fun for children, not as lesson material for teachers. It is not evangelistic but it is prepared from the Christian point of view. Although it is aimed at individual readers, its purpose is to inspire group activity, particularly among school Christian groups." 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30 Resources



So much to do at the zoo

ANNA SPROULE on London Zoo's new education centre

London Zoo reckons that it exhibits 1,450 different species of animal, represented by nearly 7,000 specimens. The first, back in the nineteenth century, included an Indian elephant, a vulture called Dr Brooks and the hippo much admired by Queen Victoria for its affectionate temperance; the latest arrivals to be expected on the premises are much more homely. A new building will soon have a room stocked with rabbits, gerbils, hamsters and mice.

Their homeliness, however, is the reason for their presence: they are animals commonly kept in schools. The building in which they live has been erected through the joint efforts of the Zoological Society of London and the Inner London Education Authority; their visitors will be teachers anxious to observe how school animals can be fed, housed and tended to perfection.

Of course the zoo has more difficult than the average school, set in urban concrete. As the animal room was being equipped, a minute gap between the ceiling panels was discovered by the two men in charge, John Wray and Michael Boorer.

Action stations: the gap was just wide enough for one of the wild mice in Regent's Park to squeeze through, complete with its voracious appetite and the possibility of disease. "The big problem," says Mr Boorer, voicing an axiom of zoo work, "is not keeping the animals on display in it; it's keeping the wild ones out."

Mr Boorer, London Zoo's education officer, has been on the Zoological Society's establishment for 15 years, during which the annual number of children taking part in the zoo's educational programmes has risen from 14,000 to 65,000. In the new building, which is sited next to Lord Snowden's gallery on Prince Albert Road, he holds sway over the easternmost end.

A door divides his territory from Mr Wray's, but, once through it you are in ILEA country. The westernmost end of the building is the authority's latest addition to their list of teachers' centres, and Mr Wray is its first warden.

The link between zoo and education authority and the idea of a teachers' centre backed by the zoo's immense resources and experience dates from a meeting four years ago between Lord Zuckerman, secretary of the Zoological Society, and the ILEA's Dr Brinault.

It was, in any case, necessary to re-house the zoo's education department, whose premises (a café and the converted Small Cat House, once famous as the smallest in the zoo) were bulging at the seams. The ILEA joined the venture, contributed to the building costs, and the zoo's new education block became the zoo study centre. As far as the zoo knows, the teachers' centre, within its gates, is the only one of its kind in the world.

"It was a logical time for the link-up to happen," Mr Boorer explains. "The educational use of zoos is a growth industry—we've been doing it formally for 17 years—and there's also been a period of growth in teachers' centres." The aim of the two study centres, he adds, is to work together symbolically.

A non-biologist would probably say "inter-dependently". The two centres complement each other. One is for children, the other for teachers. Mr Boorer's is strictly geared to teaching biological sciences; the other can range far and wide.

Teachers working in Mr Wray's domain will be encouraged to use the intrinsic fascination of animals as a jumping-off point for work on other topics; Mr Boorer's customers, he hopes, reminded how fascinating the subject of biology

really is. "At any level," he says, "inspiration is the main thing we provide."

He emphasises that he and his team of lecturers and assistants are not trying to usurp the teacher's role. "But we have some really exciting teaching aids here for the animals—and we're strangers to the children, and therefore stimulating. We can provide a shock: a reminder of what biology is really about." Picked dogfish, he emphasises further, are not the whole story; "we're not a zoo for children to realize that biology is all about rattlesnakes and giraffes."

Theory is put into practice by the structure of the courses laid out by Mr Boorer's department. Certainly, each is preceded or followed by a lecture, but the 12-year-olds doing the zoo's introductory level course on vertebrates ("A survey of the characteristics and in particular the external features of the vertebrate classes...") says the brochure, rather formally) will spend much of their two-hour course session touring the zoo's exhibits, clutching special worksheets to fill in as they go.

For fish and amphibians, there's the aquarium; the reptile house is conveniently near the storks' enclosure; mammals tend to be represented by either lions or monkeys. "We try," Mr Boorer says, "to make our tours cover the whole of the zoo." He adds: "We know that the children couldn't take that pace all day. But we can do it here. And the new building has made the pace easier to stand, both for him and them."

Not only does it have its own entrance (in former times, children had to use the same service gates as the zoo's supply lorries), but it offers more space, more flexibility, more choice of doing its job efficiently than the previous dual arrangement. There are two lecture halls, seating a hundred each; a smaller lecture theatre, seating 60;

photographic and audio workshops (typeslide presentations are a feature of Mr Boorer's programmes); a conventional classroom, designed with the special needs of the physically handicapped in mind; and a staff/semi-room, insulated and dominated by a formidable cactus belonging to Mr Boorer.

Ten thousand children have visited the place since it opened this term, with obviously, many more to come. The market, as far as Mr Boorer's department is concerned, is eternally assured.

Mr Wray has the harder job of convincing a market from scratch. But the presence of a steady crowd-puller next door will be a help. Both hope that teachers who bring their flocks to Mr Boorer's department will wander through the connecting door, and sample what the ILEA centre have to offer.

Physically this consists of the animal room, a teachers' workshop with carpets, easy chairs and a cupboard-sized kitchen in the corner. The whole thing is light, bright, welcoming. "We have got to really sock it to them visually," Mr Wray points out. "People coming through from next door will only be here five minutes. The idea is to hold them—and to send them away with some ideas."

Ideas about what? Mr Wray's overall objective is simple: "The rationale of this place is to look at the educational possibilities of living material. The idea is to hold them—and to send them away with some ideas."

Take history, for example. Hannibal's elephants are an obvious instance of what Mr Wray is talking about. But there are others. Animals are a source of food, a means of communication, and a principal transmitter of disease and a key element in the development of civilization.

Stone Age man had his hunting dogs; nomads, their horses; farmers, their cattle and all the wild horses. Mankind has always been alive and well and living in a state of nature. A subject like flight can off with the zoo's birds, and bats, then spread over the field covered by the natural history and museums, and by the London Airport, and the rest of the global village, and conquest of space. . . .

As individual items, they are thorough, substantial and well produced. Slides of the Riviera, the Central and Normandy would delight any audience of francophiles. The OP transparencies, particularly those on the history of Paris and the main communications, fully support their related teaching material. The fact sheets are compact and the use of tables and annotations makes them easily accessible for self-teaching.

The stimulus for using all the materials comes from the various worksheets produced in English in the form of outline maps or pictorial worksheets. The pupil is asked, for instance, to mark off rivers and geographical characteristics, to insert or interpret contours and to use tables. By contrast, worksheet 1, "Topics and Questions" seems to be a compressed course all on its own. Twenty-two different topics are suggested, followed by a postscript "general questions".

These general questions are themselves by no means the sort of thing that can be dashed off in a lesson. "3. Draw labelled sketch maps to show the position of any TWO of the following cities . . . 6. Locate the main areas in France important for the production of hydro-electric power. Describe the conditions which have favoured production there and explain the importance of the economy of the country."

The difficulty with Eurokit 4 is that it is an integrated list in name only. The teacher is given no guidance on the detailed contents of the kit, who to use it for and how the material is expected to be used. The only way the teacher can come to terms with the individual items is by working out a cross-reference system for himself. Only then can he get an idea of what information is being imparted, what information is expected and what has been omitted, (and here the reasons for including some elements are at least disputable) and which sheets deal with what aspects. Mention of other kits with which the pupil cannot be expected to be aware.

Until the producers provide a coherent set of teachers' notes to accompany the material, I would not recommend purchase. These notes should outline the aims of the kit and should give the teacher full information on just how he can make use of the different materials in the classroom.

Other plans include a new development of self-learning and A/V materials and materials on the build-up of an industrial service. The establishment of ILEA centre's animal room is a part of this operation and a lot of it is to extend to a new connected with the sciences generally.

"At the moment," Mr Wray says, "there's no way that biology teacher can say, 'I'm doing material' by the Greater London area. There's a place where teachers can go for that, and it will be here. Mr Wray echoes him: "It's a need for a national centre for the sciences, which has contact for information. They have time to gather information for themselves. That is what we're doing."

here for."

European tour

Unit 4: France. Audio Visual Materials, 15 Temple Road, London SW14 7PY. £25.

Like others in the series, this is a collection of materials also available as individual items from the firm's general catalogue. It contains overhead transparencies, 50 slides, six sets of worksheets (30 each) and two fact sheets (30 copies each).

As individual items, they are thorough, substantial and well produced. Slides of the Riviera, the Central and Normandy would delight any audience of francophiles. The OP transparencies, particularly those on the history of Paris and the main communications, fully support their related teaching material. The fact sheets are compact and the use of tables and annotations makes them easily accessible for self-teaching.

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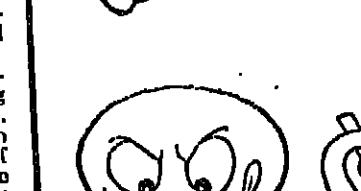
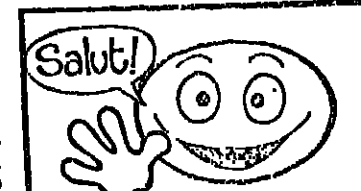
There are, however, places where the format has been set and where the original content is largely unchanged (for example, no publisher names on one or two lists) have not been given sufficient editorial attention. Presumably the publisher would argue that it was better to publish these lists unaltered than delay publication any longer, particularly as the looseleaf format of the handbook allows easy change and updating. It is still a pity that the high standards set by some of the resource lists were not maintained.

The long list of "useful addresses" in the appendix at the end of the handbook is a list of 60 school and college addresses, many of which are of relevant material. For example, Stage 1 offers assistance to teachers and as a source of audio-visual material. It is not clear how the organization could prove to be of any use.

These are trivial points when set against the usefulness of the document. It will naturally be most useful to Birmingham teachers who are developing against the Birmingham RE teachers outside the area will still find it in valuable, all the more because they will not be helped by a "prescribed" list of the accompanying resource lists are helpful.

Continued on next page

31 Resources



Above: Fantôme, who appears throughout the *Album-Bis* series. Below left: two slides from the *Euro-Kit*.

right place in the scrapbook, to fill in passports, to draw, to do cross-words and to compose appropriate captions. None of the exercises are very demanding and all link with the magazine series. The activities are not related to week-by-week themes and the scrapbook can be completed only after all nine issues of *Bonjour-Bis* have been issued.

Bonjour-Bis is more of an information book, though further activities and suggestions for exploitation are also to be found. The units here usually correspond to a particular issue of *Bonjour* and develop themes just touched on there. Unit three, for instance, gives further information about doctors, pharmacists and surgeons and has a game called "Bonjour Les Gourmands!"

No great pedagogic claims are made for these magazines and materials. They are fun and intended to read and introduce pupils gently to French. Although some of the pages are overloaded with text, some children may have difficulty in finding their way around, these extra worksheets will help to concentrate the classroom use.

Whether they are successful will depend on the pupils. Some of the work tasks, such as cutting out photographs and sticking them into the scrapbook, may be considered beneath the dignity of certain classes. Others may not be able to sustain their interest in such activities as filling in speech balloons week by week to complete a cartoon. However, there will be many beginners in French who will eagerly await the next issue of their magazine to add more pieces to the jigsaw.

Album-Bis suggests a series of activities. Children are asked to cut out photographs from the main magazine and to stick them in the

MGP have just added these two new titles to their range of magazines and French teaching material. They are both 20 pages long, printed in three colours and contain a variety of photographs, drawings, puzzles and games. The aim is to enable the pupils to extend to a new level of the magazines *Bonjour-Bis* and *Bonjour* to be more fully used in the classroom.

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Water, water everywhere!

by P. K. Boden

Water: Folder no K3368, Educational Productions Ltd, Wakefield WF1 2JN, in collaboration with the National Water Council, 1974. £1.10.

This is a much improved and updated version of the 1972 folder. It contains a 20-page illustrated booklet of teachers' notes, three copies of three different work cards, nine study prints and 12 slides with teachers' notes. At £1.10 it is very good value.

Although produced in association with the National Water Council, the successors to the British Waterworks Association, the public service theme does not obscure unnecessarily. The teachers' notes list the contents of the folder and other sources of information (for example, on water in literature, music and the visual arts) and also develop in some detail guidelines for each of the work cards. They have a very helpful section on practical work listing 10 experiments and notes on setting up a weather station and a water display.

The illustrated work cards contain brief notes and an excellent range of questions, which can only be answered by looking at the study prints, the slides and other sources. The work card themes are "Too much and too little", "Clear and dirty water" and "Water at home and at work".

The study prints contain detailed information in words, photographs, maps and diagrams of: water and water research, water from the source to the tap, river abstraction and use of groundwater, water and dams, water conservation and water pollution. They often look at particular cases in more detail to illustrate these points. For example, there is information on the Llyn Dee estuary barrage study, the Llyn Celyn dam and the Cotswold Water Park.

The folder can form the basis of an excellent study of water by secondary and upper middle school children of a wide range of ability. Even if you have the 1972 folder, this one is worth buying as well.

The filmstrip handling mechanism is, the company say, like a filmstrip. Its one moving part, a retracting plate, only engages the sprocket holes when advancing the film. This allows the filmstrip to be removed at any point without breaking or tearing it.

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There are, however, places where the format has been set and where the original content is largely unchanged (for example, no publisher names on one or two lists) have not been given sufficient editorial attention. Presumably the publisher would argue that it was better to publish these lists unaltered than delay publication any longer, particularly as the looseleaf format of the handbook allows easy change and updating. It is still a pity that the high standards set by some of the resource lists were not maintained.

The long list of "useful addresses" in the appendix at the end of the handbook is a list of 60 school and college addresses, many of which are of relevant material. For example, Stage 1 offers assistance to teachers and as a source of audio-visual material. It is not clear how the organization could prove to be of any use.

These are trivial points when set against the usefulness of the document. It will naturally be most useful to Birmingham teachers who are developing against the Birmingham RE teachers outside the area will still find it in valuable, all the more because they will not be helped by a "prescribed" list of the accompanying resource lists are helpful.

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Equipment specifications

Two new USPECs, covering combined filmstrip/slide projectors (USPEC 6) and microform readers (USPEC 14), are to be published shortly by the Council for Educational Technology. They form part of a series of user specifications drawn up by the council to provide a guide to the facilities and performance the user should look for when purchasing equipment.

Each USPEC sets out to define a range of acceptable values for normal use for equipment or codes of practice, and wherever possible acceptable requirements are specified to ensure safe and easy handling by untrained personnel. All the later USPECs are expressed, first, in lay terms for the benefit of the non-technical user and then in more detail in the technical section.

Copies of the two new USPECs and of the 10 published previously can be obtained free from CET at Devonshire Street, London W1N 2BA.

Visuals for technology topics

A directory of illustrative material which will illustrate technological topics in individual subjects has been published by the National Centre for School Technology with the Standing Conference on Schools' Science and Technology, which is developing a comprehensive data bank for school science and technology.

About 1,600 entries are grouped under 75 headings, ranging from atomic energy to industrial archaeology, and corrosion to environmental aspects. The ages for which the material is suitable are indicated throughout, and range from six to 18.

The directory costs 25p, post free, from NCST, Trent Polytechnic, Burton Street, Nottingham NG1 4DU.

Desk-top viewer

A viewer for 35mm half-frame filmstrips has been redesigned by ESL Bristol. Titled at 20, the non-reflecting 51mm x 51mm screen is suitable for desk-top viewing. The lamp is a long-life ECR halogen lamp which projects a bright, sharp picture for daytime viewing. The lamp is positioned behind the hinged back of the viewer so that it can be easily replaced.

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Which aid?

Traditional teaching methods are compared with modern visual aids in a new video programme for teachers and lecturers. Titled *Eyes and Ears*, it demonstrates the strengths and weaknesses of the various equipment available—the blackboard and the flip-chart, the 35mm slide and the magnetic board, the overhead projector and sophisticated equipment such as film and video systems. The anchor man is Michael Rodd of BBC's *Tomorrow's World*.

The programme has been prepared by the Distributive Industry Training Board, from whom it may be obtained on request. It is available on VHS cassette for £10.00, on U-Matic cassette for £12.00, or on 16mm film for £15.00. All orders should be sent to the DIT, at MacLaren House, Tulip Road, Bradford, Manchester.

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Source of controversy and help

COLIN ALVES on the handbook which accompanies the Birmingham Agreed Syllabus

Agreed Syllabus. 50p plus postage 10p. Handbook £4.00 plus postage 70p. From the Education Officer, City of Birmingham Education Department, Margaret Street, Birmingham B3 3BU.

Five years gestation were needed for this four-page document which is the new Birmingham Agreed Syllabus. Size is clearly not related to impact. Those four pages appeared in the middle of a political and legal controversy, the echoes of which are still with us.

But it is only with the publication of the companion handbook, which contains 49 pages of the real nature of the proposals in the syllabus, that the inevitable section most people will turn to first is the one on "non-religious stances for living".

Two points from the syllabus need to be borne in mind when looking at this section. The syllabus is "prescriptive" (the actual word used in the foreword) in that it sets out the basic outlines for "the schemes of work which will be required", while the handbook contains suggestions designed to assist teachers in drawing up the new schemes.

The syllabus for 12 to 16 years olds lays it down that pupils shall study one major and three minor courses, one of them (major or minor) being a course in Christianity. It also lays it down (though less obviously) that one of

the minor courses must be in "a stance for living which shares many of the dimensions of religion while not admitting belief in realities transcending the natural order".

The syllabus adds that this non-religious "stance for living" should be "of the pupil's own choice where possible", but in fact the handbook only offers "suggestive" for two such courses, on communism and humanism.

And here's the rub. Few religious education teachers will have the knowledge to work up an appropriate course on any other "non-religious stance for living" which their pupils may "choose to study", so most will have to fall back on the suggestions in the handbook. In practice, this will land them on the horns of a pretty uncomfortable dilemma.

Either they will have to risk stirring up a storm of ill-informed and emotional criticism from those who will object to any course on communism simply because it is a course on communism. Or they will have to set out to produce something educationally valid out of the suggested course on humanism which, as it stands, falls woefully short of the handbook's own criteria of acceptability.

Not only is it over-intellectual in its approach, it is also propagandist in its presentation. It does not ensure that the pupils will be "made aware of a range of views rather than a single point of view", and in this it contrasts

sharply with the common-sense approach, and with the rest of the material in the handbook.

The handbook's expansion of the bare outline of the syllabus into this instance proves to be less than helpful to the great bulk of teachers. In all other respects it is surely be welcomed as a sensible and considerable help. Sensible in opening general advice on the philosophy of the handbook allows easy change and updating. It is still a pity that the high standards set by some of the resource lists were not maintained.

Continued on next page

Science equipment shortages in a world perspective

by Frank Anstis

The production of school science equipment. K. Warren and N. K. Lowe. Commonwealth Secretariat, £1.25.

This small booklet contains information collected by Dr Warren and Mr Lowe when they wrote a paper for the Commonwealth Secretariat on the production of school science equipment in the Commonwealth and elsewhere.

Progress with the many teaching programmes which have been introduced to meet local needs in developing countries can only be maintained if there is an adequate supply of inexpensive and simply maintained equipment. The number of pupils who benefit from these courses will remain small unless apparatus can be obtained without calling on the meagre reserves of foreign currency available in poorer states.

Under these conditions, it is easy to see the advantages of different

workers exchanging information, but it is less easy to find an effective, but inexpensive method of making the exchange possible.

This leaflet, with references to organizations, publications and individuals with special knowledge and skills, makes a valuable start. The examples of work already being successfully done are particularly useful and encourage self-reliance and confidence. The book also indicates some of the pitfalls of misdirected help.

Although this booklet will certainly be essential reading for science teachers and their advisers overseas, it is less likely to be read by teachers in this country unless they have a special interest in the production of apparatus with locally made tools and materials. Those who do read it, however, will have the salutary experience of seeing whatever shortages they are experiencing in this country in a world perspective which should make our shortages appear very much less alarming.

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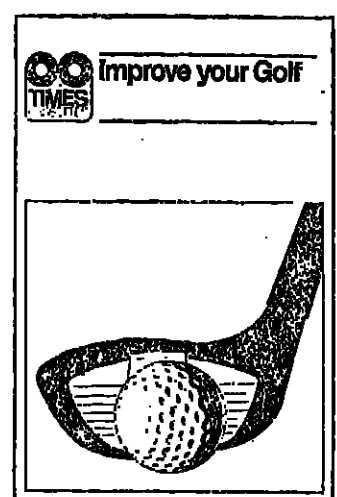
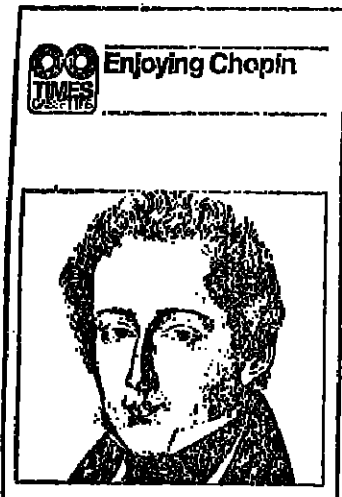
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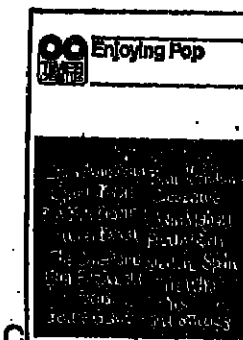
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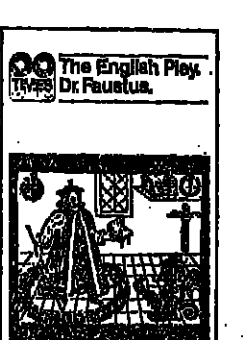
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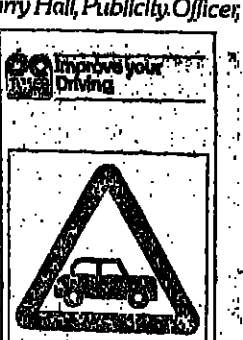
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'The targets are not being achieved'

While the slow gestation of the DES reports* goes on, Professor A. E. Bender and Mary Harris question the targets and give some indication of the extent to which children are not getting the nourishment they should from school meals. "No food is good for you if you do not eat it" they point out, propounding some of the reasons for this partial failure.

Little work has been done to find out whether the targets laid down for school meals are met—one in Essex (1971), another in Monmouthshire (1973), and our own current (incomplete) one. All three show that the targets are not being achieved.

The first question is, what are the targets? The one towards which the school meals service aims is that set by the Department of Education and Science—880 calories and 29 grams of protein a meal "with due allowance for the age of the child". A more suitable target might be one-third of the recommended daily intake of nutrients for children of different ages, set by the Department of Health and Social Security. The average meal consumed in the senior schools visited fell well below the DES target as shown in the table following:—

	percentage of calorie target	percentage of protein target
Essex survey	74	69
Monmouthshire survey	61	57
Current survey	82	72

	Calories served	grams of protein served
Schools in our survey	720	16
Junior schools	720	16
Infant schools	790	22
Senior schools	960	28

Schools vary enormously, not only in their organization and methods of cooking, but in their basic understanding of what constitutes a reasonable meal. Many of the difficulties which result in the meal falling below target arise not from lack of culinary or nutritional skills, but from poor organization of the service as a whole. For example, the lack of standardized serving tools often results in tremendous variation of portion size. In one school "the same" portions of mashed potato varied from 47 to 118 grammes a portion. Also, checks on the quantity of food bought seem more concerned with saving money than ensuring nutritionally adequate meals.

A recent attempt at improvement has been to offer a cold "buffet style" meal as an alternative to the set hot meal. However, choice at these meals is often limited, due to

has been used on poor long-suffering children ever since. No food is good for you if you do not eat it. It is time we took the children's likes and dislikes into account.

As regards loss of nutritional value in transported meals the only nutrient which is significantly damaged is vitamin C. The average school meal cooked on site provides so little vitamin C (except where rose hip syrup is served) that the loss experienced in "container meals" is insignificant. No other nutrients are destroyed when food is kept hot, the protein, the energy content, the minerals and the greater part of all the other vitamins are retained.

Another popular misbelief is that a good meal must consist of meat and two veg and that sandwiches are a snack. This is not only untrue but some meals are nutritionally in-



"Tapoca frogspawn, cannonball peas, meat as hard as a nankey's knee..."—thus the traditional reason for old-style school dinners in "The School Dinner Song", part of a programme on "powerful feelings" in the current English series for eight- to 10-year-olds on BBC television. "Over to you", the source of this piece and one of the previous page. Though, generally speaking, dinners have been transformed, there is still room for improvement if it seems, at least where nutrition is concerned.

ferior to a couple of respectfully filled sandwiches. This may be a matter of importance where some children for a multitude of reasons do not like the food offered at school. In some schools children are not allowed to bring sandwich lunches. Why not?

A third popular misconception is that "a lot" of food is wasted during preparation in the kitchen, and that children leave a lot on their plates. Our recent investigations show that (except in the special case of trimming fat from meat) kitchen waste is 5 to 10 per cent. Nor do children leave much food on their plates. Both the Essex survey and our current one show 10 per cent plate waste. This may well be a reflection of the relatively small portions offered, indicating that the apparent inadequacy of the meal consumed is due to the small quan-

Both writers are from the Department of Nutrition, Queen Elizabeth College, University of London, where Mrs Harris is a research assistant.



Why eat at all? What use is food? What does it do?

beginning to turn acquisitive eyes towards the expertise that backs the production of the school meals and to draw on school meals staff to talk to children, parents, teachers and governors about their work, especially nutrition. Small mobile exhibitions are appearing here and there to interest both teachers and children in what we eat and why. Older pupils, totally accustomed to using their School Meals Service are now themselves exerting influence: simply because the School Meals Service previously influenced them and they have learned to eat healthily balanced meals. They have come to accept and want "healthy" dishes not offered on a regular basis elsewhere—and are asking for "health foods" for raw vegetables, yoghurt, wholemeal home-made

breads and scones, vegetable dishes, fresh fruits, milk, yoghurt and so on. The cult of "whole foods" and learning about the world's food shortages has influenced eating habits still further. Puddings are less popular, particularly in the schools, and overall the sugar and fat content of the meal is down. All this is evidence that even little teaching of good nutrition affects the diet of the community and that linked efforts of teachers and school meals staff can see the scene. It is a hopeful sign, one should go some way to encourage more co-operation between school and School Meals Service, and the service to play its full part in the education day.

Scandal of 'free meal' humiliation

In many schools still condone discrimination hurtful embarrassing to those children receiving free school dinners. Anna Sproule describes how others avoid it

the face of it, there are no foolproof ways of hiding a child's social and economic status from other children. Call a class the "opportunity" and the secret seeps out by degrees. It is the same with school meals. Some children pay for theirs; some don't. In all too many cases, those who pay well know who the non-payers are. The non-payers are painfully aware that such know-

ledge exists. In infant schools, it scarcely matters. "We have different coloured plates for them here", says one teacher, "but they don't notice. They are far too busy, too keen to do with what they want to do, to worry about it."

Senior or later, however, self-consciousness about parental financial status and the resulting stigma can hardly be avoided when the school continues to draw a visible, permanent distinction between those who take free meals and those who pay in spite of pleas by everyone from the Department of Education

last year, the Child Poverty Unit Group published a report which outlined just some of the "humiliating practices" it had come across. Among them were: the school that made the free meals paid stand in a different queue in the dining room; the teacher who, before the whole class, called out the free-mealers one by one to collect their special meal tickets; and the groups of dinner monitors in a school who tour the class each week to collect dinner money from those of their classmates who have got it.

Further evidence of discrimination has come the CPAG's way since the report was published. "One of our group's directors," Mr Frank Field, has sent me a copy of the card his son has to hold up when he goes into the dining hall at his secondary school. The card has his free meal number on it. "My son says," the father tells me, "that that number will be imprinted on his mind forever."

Short of reorganizing the national rationing system, Mr Field believes there is no workable method of ending the free school meals stigma. He describes as "bizarre" the suggestion made by Mrs Margaret Thatcher when Secretary of State for Education, that all dinner money should be presented to the teacher in envelopes, the envelopes from the non-payers to contain a few coins which would be returned as change.

They are working on the idea of making all school meals free, and ending the costs involved on to the parents' income as a notional sum. The sum would be recovered, where appropriate, through the parents' rates. "This is something," Mr Field says, "that we plan to put in the Secretary of State for Education by the end of the autumn term."

It is anyone's guess how quickly this suggestion will be taken on. What is certain, however, is that this solution is long-term. It will do nothing immediately to ease the general anxiety that L.E.A.s feel about the future—especially since they, too,

tend to think that a total solution is impossible. "The fact remains," says an official at the Association of Metropolitan Authorities, "that human nature being what it is, the truth will sooner or later out if there are two separate ways of dealing with children. I don't see how you can obviate it."

Continued overleaf



Line up for dinner. At least one school was found to have different queues for those who pay and those who don't.

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Learning about eating

How good nutritional habits can be inculcated when School Meals Service and school cooperate. By Katie Dowson, County Adviser for School Meals, Hertfordshire



First experiments in cooking/science.

As it is late autumn the chances are that infant and junior schools have recently shown displays of fruit, vegetables, berries, pine cones of corn and glowing arrangements of nuts and leaves. The word "harvest" will have been explained, explored, drawn, painted, embellished. Fruits, vegetables, nuts and grains will have been weighed and weighed sources and uses researched in quiet corners and libraries, and some young children will have converted flour, fat and water into pastry or performed miracles with yeast, producing bread as a first experiment in cooking/science. Almost certainly these ventures will have taken them into the school kitchens and links will have been established between learning and eating.

Following spontaneously come questions: "What's that?" "What's all that?" "Is food, where does it go, what does it do?" It is not long before cheese and milk, fish and meat are identified, as protein foods and known to make strong teeth. Apples and carrots have vitamins and keep your teeth clean and so on. The next set of paintings, discussions, researches and weighings have launched a child unknowingly into the edges of nutritional knowledge.

The clever cook sets out her wares with as much care as a publisher his book or the editor his magazine, and good eating patterns will be encouraged if healthy foods are presented attractively, for children will select and eat with their eyes just as they will select and read with their eyes well-presented books on any subject.

In many schools there is an unexplored source of information in the kitchens, and headteachers are

beginning to turn acquisitive eyes towards the expertise that backs the production of the school meals and to draw on school meals staff to talk to children, parents, teachers and governors about their work, especially nutrition. Small mobile exhibitions are appearing here and there to interest both teachers and children in what we eat and why. Older pupils, totally accustomed to using their School Meals Service are now themselves exerting influence: simply because the School Meals Service previously influenced them and they have learned to eat healthily balanced meals. They have come to accept and want "healthy" dishes not offered on a regular basis elsewhere—and are asking for "health foods" for raw vegetables, yoghurt, wholemeal home-made

breads and scones, vegetable dishes, fresh fruits, milk, yoghurt and so on. The cult of "whole foods" and learning about the world's food shortages has influenced eating habits still further. Puddings are less popular, particularly in the schools, and overall the sugar and fat content of the meal is down. All this is evidence that even little teaching of good nutrition affects the diet of the community and that linked efforts of teachers and school meals staff can see the scene. It is a hopeful sign, one should go some way to encourage more co-operation between school and School Meals Service, and the service to play its full part in the education day.



Odd one out.

Continued from previous page

It all sounds gloomy, but something immediate can be done as long as individual schools have the will to do it. The evidence pointing in this direction is brand new, and comes from a local branch of the CPAG. Three years ago, the group's York branch did a study in local schools. Among their findings was the existence of the notorious different-colour system for meal tickets and even in one school—a different seating arrangement for free mealers. "We made a bit of a fuss about it," recalls the branch chairman, Mr Jonathan Bradshaw. A second survey has now been done, and its findings—produced three weeks ago—are quite different.

"We were very delighted," Mr Bradshaw says, "to find no discrimination procedures at all. In most schools, dinner money was still being taken in the classroom, but not from children standing in queues. The teachers collecting the money were taking out of their way to avoid identifying the children they were collecting it from. They took it in as informal a way as possible."

Mr Bradshaw emphasizes that the survey did not discover total perfection: "We felt that more schools could use the school secretary to collect the money; also that the possibility should be considered of parents buying a whole term's meals in advance, so that there were some children in the classroom who did not bring money every week. But there would be difficulties here. The branch member who carried out

the survey, Mrs Jillian Curry, is emphatic that the schools who took part—and whose dinner money procedures have led her branch to feel hopeful—were self-selected.

Still, 90 completed questionnaires out of a possible 148 is a high return rate; and, if the CPAG found nothing positively discriminatory among these 90 responses, this would seem to show that schools in the North Yorkshire area have, in the main, solved the problem.

How is it done? There is a detailed, although anonymous, account from one of the schools themselves (no school that took part in the survey is named). "What happens," the head says, "is that we have a ticket system operated by the school's assistant secretary. When she gets to know that a particular child is entitled to a free dinner, she has a quiet word with him in the office: 'Instead of you buying your ticket in the form period, come in here sometime during break, and I'll give you your ticket then.'"

All the tickets—free and paying—are identical. The other pupils get theirs during the registration period on Monday morning, either in the school foyer or in the class. But, of those who do not buy tickets then, some will be bringing sandwiches, and some—quite a high proportion—will be going home to lunch.

"I suppose," the head goes on, "that there's a loophole: if somebody were sufficiently vigilant to work out that a classmate didn't go home to lunch, and didn't have sandwiches, and still didn't buy a

ticket on Monday morning... But I don't know you can round that: I don't think we can nearer total secrecy than this."

Other schools have other arrangements. All the survey's pupils were a secondary—use the post, whereby the teacher ticks the off on a list against money collected.

"But," Mrs Curry says, "I was impressed by the way the head teachers were very the problem. Most of them they instructed their teachers to call our names off the register, and the staff would walk round the classes what children were busy doing some."

"It comes down," she says, "to the sensitivity of the teacher, and also to the approach his staff? How do you approach the parents? The attitude of the head is very important indeed."

A correct head; tactful; a correct timing of it; meant to pay what was... all but the very smallest... (where everyone knows just is happening) and the very... (where the slightest change... accompanied by immense... as that. The real question is: schools let it be?

"The stigma of free school... published in the *Children's Action Group*, 1 Macklin, London WC2B 5NH, price 15p.

Chicken Marengo from Malvern

Scepticism overcome by Hereford and Worcester's freeze-cook kitchen. Gillian Thomas reports, following a recent visit

Two years have passed since a plan for a "freeze-cook" operation for school meals at Malvern was first reported in the *TES*. At the time the system was surrounded by considerable mystique and a little scepticism, but in practice has proved such a success that full reports on it has just been published as a guideline for local authorities.

The Malvern scheme was initiated five years ago on the grounds of cost and convenience by the education committee who subsequently worked closely with the Education Council. Wartime buildings near the Chase High School proved ideal for conversion and now provide 3,000 meals a day for 11 schools in Hereford and Worcester.

Mr George Keighly, the production manager (who works to the most of nutritional standards) makes new recipes, such as chicken marengo and fudge and only bread, all the time, and only six weeks with a repeat. School meals are prepared in a kitchen which is fully equipped with a deep freezer, a store in deep-freezers. They are also equipped with a conveyor system which takes only 25 minutes to regenerate the frozen meals ready for serving.

Lorna Bowen, supervisor of the freeze kitchen, oversees the highly organized operations from a chopping meat, making pastry, washing vegetables, after cooking everything is carefully packed into portions of eight frozen into containers for blast freezing a 90-minute operation which makes any deterioration.

The cost of each meal is worked out at slightly less than the national average of 30p and this is brought down with a larger saving. Four thousand-plus is usually regarded as a minimum of just a system. The convenience of the able to employ kitchen staff on a permanent basis is also a saving. In addition they find the much more varied than in a school kitchen: six million requirement of six million meals a day, cook-freeze is undoubtedly going to become widespread. (Picture page 41)

'Best buys' for schools

Kay Burgess, honorary secretary of the West Midland branch of NAEMA, writes on the aims of the association's consumer group and reasons for its formation

When school meals were first organized nationally at the beginning of the last war the job of the school meals organizers was comparatively simple as the policies which could be adopted were restricted by factors outside their control. Food was rationed and menus planned within the limits thus imposed. All kitchen equipment, both heavy and light, was supplied by the Ministry of Education. In most authorities large central kitchens, from which meals were despatched to dining centres, were built to standardized plans, classrooms were converted to kitchens or temporary buildings hastily erected. Equipment was basic.

In 1954 food rationing ended and although the required nutritional standard of the meal was still determined by the Ministry of Education organizers could now

exercise their judgment as to how this should be achieved. Shortly after this the responsibility for the purchase of all equipment was handed over to local authorities and it became necessary for the organizers, in their role as purchasing officer for the school meals service, to study the available equipment and to make recommendations as to contracts.

The 1960s saw the first effort of school meals organizers to co-operate with manufacturers to improve equipment design. The Local Authorities School Meals Equipment Consortium was formed and their initial letters gave the name to the resulting LASMEC cooking equipment. Some people regard this but it did nothing but good in that it made manufacturers and users

aware of design in relation to use and safety and was the forerunner of the improved modern equipment now available. These new developments of the 1950s and early 1960s coincided with the rapid expansion of school building projects which invariably included a school kitchen. This also expanded the role of the school meals organizer to include that of kitchen planner.

In the late 1960s and early 1970s even more rapid changes took place, and these when many school meals organizers were only just settling down after coping with extra demands made on them by the local authority changes of 1966 and were already preparing for the further changes to come in 1974.

"Choice" meals were first introduced into secondary schools and then into many junior schools. Many authorities were either building cook-freeze kitchens, which needed the introduction of much more sophisticated equipment, or purchasing frozen foods and convenience foods from commercial manufacturers. In either case, a different type of kitchen was needed to regenerate frozen foods. Next came the introduction of vegetable proteins and it was obvious that with the pressures to reduce costs these were to be widely used.

From all this it can be appreciated that it has become increasingly difficult for individual organizers to keep up to date with the many developments in catering. The idea of the Consumer Group came from discussion of new developments following a talk by Miss Warrington, senior catering adviser at the Department of Education and Science.

At the annual meeting of NAEMA on March 8, the group leader suggested five main areas where such a group could help members:

(1) Food. Here there are two aspects, nutritional value and cost. There are many new frozen meals on the market and work has been done by some members on the possibility of labelling these sub-



One of the changes to which school meals organizers have had to adapt has been the introduction of "choice" meals. The picture above shows pupils assessing the generous menu at an Essex school.

able for school meals. A correspondent has also contributed to *Education* an article giving much detailed information on such projects. A detailed study of convenience foods is at present being made and results are to be published next year.

(2) Equipment. With the rapid increase in staff wages more labour-saving equipment will need to be considered. Further developments of cook-freeze systems will mean that expertise gained by the pioneers will need to be passed on to others.

(3) Cleaning materials. There is such a wide variety of these that they alone provide a subject for an extensive study.

(4) Buildings. With increased building costs the need for maximum use of space and careful planning are essential.

(5) Servicing contracts. Are these worth the cost? Are they essential? What is the best way of arranging these?

At a meeting of the Group it was agreed that their aims should be:

● To collect and disseminate information to school meals organizers on the above five subjects.

● To receive suggestions for improvements in commodities and equipment and pass them on to suppliers.

● To act as a pressure group regarding complaints if individual fail to get redress through the normal channels.

● To issue through the NAEMA page in *Education* a bulletin every two months and to make detailed studies of one group of commodities or type of equipment twice each year.

With regard to the last aim, it is interesting to note that, after the publication of information on mobile hotpans which quoted the widely differing prices of three firms, a director of the firm producing the middle-priced item telephoned the Consumer Group leader to say that the price had been reduced by £30 approximately.

In many authorities purchasing officers are now appointed to buy equipment and commodities for all departments. There is also a move to consortium buying of provisions. Purchasing officers may have little knowledge of the special needs of the school meals service and it will become ever more necessary for organizers to keep up to date and under pressure to see that standards are maintained. There is little doubt that in the coming years technology will be bringing about further great changes. It is the aim of the Consumer Group to help everyone to be fully informed.

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'Meeting the enemy'

David Simpson moved on from feeding soldiers at home and abroad to his new post as food chief for the ILEA. Here he talks to Anna Sproule.



David Simpson—"an atmosphere of courtesy and involvement which is very nice to work in".



A few of Mr Simpson's troops facing some small but ever present adversaries on the other side of the serving hatch. 285,000 lunches a day as well as 35 college canteens is no mean target—the motivation is the determination to achieve a certain standard.

"Everyone's an expert on food", says Mr David Simpson, recently appointed principal education catering officer for the Inner London Education Authority.

"In the Army Catering Corps, we were fond of saying that we were the only part of the Army that met the enemy three times a day—across the hospital, you have to meet the target constantly."

Mr Simpson was formerly the ACC's assistant chief catering officer for an area that amounted to nearly a third of England. During his 25 years in the corps he has also served in the Far East—where, as a hospital catering officer, he had to persuade currying Gurkhas to adjust to a milk-and-fish gastric diet—and West Germany, where he created dishes for, among others, Princess Anne.

Among Mr Simpson's military memories is the time when he produced a Baked Alaska in a field-oven during Army exercises. He still recalls with relish the challenges that field cooking involved—but, alas, on that particular occasion the old the mess all chose cheese and biscuits.

He left the Army this year, but his encounters with the hungry-eyed across the hospital continue, if only metaphorically. Now, with the ILEA, he has five area-organizers and 22 divisional organizers under him, and between them he and his team produce 285,000 lunches a day for ILEA schoolchildren, along with another 20,000 for adults. There are also 35 college canteens to be provided for.

From the glamour of foreign parts

and exotic working conditions to the production of Dead Man's Leg and other by-words of school cooking seems, on the face of it, a curious jump. But Mr Simpson's reason for moving from one job to the other is very straightforward. All career Services officers, when they reach middle age, have to think seriously about their futures. His move to school catering, he says, is the start of a second career.

"I am not", he goes on frankly, "saying I was desperate to come to school meals. I was looking for a job where my experience in the Services would give me a starting-point; and there are a number of similarities between the two. They are both fairly structured organizations. They are both non-profit making; the motivation is to achieve a certain standard, not make money. And they are both highly motivated—there is an atmosphere of concern and involvement which is very nice to work in. In the Services, caterers are cooking for their comrades; here, the cooks are working for mothers—cooking for children."

His main hopes and aims are focused on his staff. He has started work with ILEA at a good moment. His department is no longer bedevilled by staff shortages; "They are much better paid" he says, "than they were in 1970. Our turnover is relatively high, but it is the sort of job the average housewife can come in and out

of. We do have a percentage of skilled staff who come and are trained by us, and stay for years—but there are also the helpers who serve food, clean, and prepare vegetables, and there is a relatively high turnover here."

He sees his main task as helping this large, fluid work force to do their jobs in the best way possible. Times, he points out, have changed: the highly knowledgeable, long-service meals organizers who started their careers just after the war are now retiring, and their places are being taken by a younger, and much more mobile, generation.

"This means you have to have a different sort of organization; I think it should be more structured. We have got to define people's responsibilities, supervise more closely. They come in, and they need to be told the things that will be required of them in great detail so that they can do their jobs."

He hopes that they, in turn, will be able to feed back information about the day-to-day technicalities of the service that he, as the self-confessed admin. man, needs. (While he cannot speak too highly of the craft and organizational training the Army has given him, he says he is by no means a dedicated gourmet-cum-chef. He seldom cooks on his own account.)

"A catering organization like this one," he says, "depends on its staff. All matters relating to employment,

training and staffing are top priority. If you want to get the best standards for your organization, you have got to regard people as individuals, with individual needs. You have got to see that they know what you want them to do. You have got to provide the training for them to do it. And you have got to recognize their efforts."

"Everybody wants success, and, whatever their job is, it should be recognized. If you are going to have a good organization, people have got to feel that they're part of it, and that they share in the success it has."

It is to this army of cooks, organizers, and helpers that Mr Simpson looks for ammunition in his campaign against the ever-present adversary on the other side of the serving hatch. "Campaign" is the right word, since he owns that his greatest problem is, quite simply, meeting his clients' needs and wishes.

The favourite basic meal of today's schoolchild is fish fingers, chips, and ice-cream—with, if possible, chocolate sauce on top. "Ice-cream is the panacea where food is concerned," Mr Simpson says ruefully.

But, while this is all right every so often, it won't do for all five days of the school week. Mr Simpson's main responsibility is to provide all those children who want it with a nutritionally balanced meal. "The standard school meal is a main course—meat, fish, potatoes, veget-

able or a salad—and then a pudding. But children don't like this. The average child doesn't go for a traditional meal; over the years they have got used to hamburgers and chips."

The conflict is clear, and it is aggravated by an additional clash between the cost factor and the greater freedom, and variety of choice that schoolchildren now expect. "It has always been a problem," Mr Simpson says, "and it is a continuing one. They will always eat chips, but we know it is not good to have chips every day. Besides, it is expensive: our allowance for potatoes does not cover cooking fat."

It could, of course, be argued that his service has a responsibility to teach children good nutritional habits. But an equally valid counter-argument exists to the effect that the most balanced meal in the world does no good if it goes uneaten.

Nothing daunted, however, ILEA's school catering service carries on, aiming for a happy equilibrium between nutritional factors and children's tastes. If it is fish fingers and ice-cream today, it will be liver, mashed potatoes, and cabbage tomorrow. "You will find there's a degree of waste—but this will also be 10 per cent of children who take seconds. You can," Mr Simpson concludes, "draw what conclusions you like from that."

Such as that the enemy has declared a truce, perhaps.

Silver service

School meals make a profit in the US, writes Andrée Brooks.

Len Frederick of Las Vegas, Nevada, has just been awarded the American food industry's 1975 Silver Plate Award for his achievement in turning the town's school lunch programme into a financial and popular success in two years.

By imitating the brass gimmicks, eye-catching posters and inviting menus of fast food franchises, he quickly tempted teenagers away from the flash eating houses across the street and back to their own school cafeterias, where he offered them almost identical menus set out in the same way—but with a fundamental plus: the lunches were more nutritious, fulfilling all government requirements for a completely balanced school meal, but costing less than half the price.

Standard fare are his hamburger, "combs"—hamburger on an enriched roll, french fries (fortified with vitamins), mixed salad and a highly nutritious, milk shake (milk



"1975 Food Service Operator of the Year."

shakes appealed where plain milk did not. Other attractions are fried chicken combos, pizza combos, and a variety of sandwich combos under such names as the Nevada, Big Tex-N, Big Western and Big Virginian.

The children love them, and plate waste has been eliminated. Increased volume has actually lowered unit cost so that the school lunch budget, so long in the red, has recently started to show a substantial profit. This has allowed a reduction in the price of school lunches in Las Vegas which, in turn, has further increased profits, as more children were attracted. So with a further large surplus Mr Frederick could increase cafeteria staff salaries and replace outdated catering machinery, which has again increased productivity.

An added benefit, Mr Frederick explains, is that discrimination is eliminated. A needy student now has a choice of 16 different "combs" every day, and can no longer be identified by the Type A plate on the day which used to be the only meal his free ticket would buy.

Many inquiries about the new-style lunches have flooded in from other school districts in the United States.

Good and easy

Convenience foods. By Janice Ryley, Krystyna Kleszko and George Glew.

The term "convenience food" describes products in which part of the preparation or cooking processes have taken place before purchase by the caterer. Many canned, frozen, dehydrated, ready-to-eat products and mixes fall into this category. The reason behind largely on convenience foods is usually lack of space or lack of skilled staff. Competitive costs, quality, variety or acceptability are not given as reasons because there is insufficient evidence to support this case at the moment. Consideration of factors such as the percentage of convenience foods to incorporate, space and equipment allowances and labour requirements to minimize costs, must also be included.

Although cost is always of great importance to the school caterer, variety, quality and nutritional standard rank equally high. The imaginative school caterer can produce a wide variety of low cost menu items from conventional sources. Manufacturers' products must appeal to different markets, thereby limiting the variety for caterers with low budgets; if schools showed more willingness to buy, manufacturers would be more likely to increase the range of products to suit that market. Some single menu items are produced by persons in spite of an apparent lack of variety the caterer is faced with a bewildering choice. This is a difficulty intrinsic in the concept of convenience foods.



Examples of convenience foods available to caterers.

The quality of a convenience food is often noticeably different from its freshly prepared counterpart. At the moment the traditionally prepared product, as the "norm" against which manufactured products are assessed, children's standards are largely determined by the types of food they eat at home. Manufacturers' products may sometimes be closer to the children's "norm" than the traditionally prepared school meal. However, must not be assumed there are no difficulties about quality. Some manufacturers' products are "acceptable but different" from conventionally prepared foods. Children like instant desserts which are quite different from traditionally made products because of the use of gelling agents not normally available to caterers. Pastry products—both mixes and frozen—are low in fat relative to traditionally prepared products and are not highly regarded by school caterers.

On the nutritional front, a few manufacturers can produce analytical data on the nutrient content of their convenience foods for caterers.

Others base their information on calculations from food tables and some appear unable to produce nutritional data of any kind. Most analytical effort is confined to baby and slimming foods, where manufacturers recognize they are responsible for the food intake of limited sectors of the public.

Currently, some manufacturers are cooperating with the Catering Research Unit at Leeds University to produce, collect and collate nutritional data on convenience foods for the catering market, recognizing that the food manufacturing industry has a collective responsibility towards people eating away from home. This work is supported by a grant from the Department of Education and Science and is aimed at assessing how convenience foods can fit the nutritional standard recommended by the DES can be met.

George Glew is director of the Catering Research Unit, Leeds University (Food Science), University of Leeds. Janice Ryley and Krystyna Kleszko are among the senior staff of the unit.



But how many children actually have a proper, sit-down breakfast?

'Elevenses' at nine?

Would this be better in some cases? asks Gwerfil Jones, organizer of school meals, Birmingham, and honorary secretary, NAEMA

Why breakfast? Does it really matter whether we eat it, and how important is the school child's first meal of the day?

When children come to school on time or no breakfast, hunger pangs take over towards the middle of the morning—and this is where the school tuck shop, or the packet from home, comes into its own and meets the demand, usually in the form of carbohydrate.

The pattern continues: midday snacks and the school dinner is served. Whether it is eaten depends not only on its attractiveness and quality, but on whether the children are ready for their meal. Those who stuff biscuits and eat a main meal at midday, and the result is staid food. At the end of the school day these children are hungry. Some are fortunate and go home to a reasonable high tea or supper. Others less fortunate have to make do with the "telly". Some have little or nothing, and the next meal or snack could be the mid-morning biscuit or bun the following day.

While no farmer or race-horse owner would subject his animals to this haphazard form of feeding, many children are not given adequate balanced meals at suitable intervals. Obviously no such owner could afford not to feed his animals correctly, but there are children who are too hungry and tired to benefit from the educational system.

What can be done about this? Propaganda might encourage parents to see that children have some form of breakfast before leaving home. But many working parents have to leave children to get themselves off to school—and even when the mother is there to provide for them, with many pupils the "done thing" is to go without breakfast.

The obvious answer could be for schools to provide a snack before lessons start, and not at around 11. This could easily be done where there is a school kitchen. Alternatively, this pre-school snack could be relegated to the tuck shop—particularly if such foods as cheese, crisps, nuts and fruit were sold. Having eaten just before school, most children would not need anything further until midday.

A survey undertaken by

Birmingham comprehensive school showed that approximately 11 per cent of pupils never had breakfast; just over 50 per cent had a snack consisting of biscuits, toast or cake; only a third had a traditional breakfast. A sample of 210 pupils was asked whether they would like to buy a hot drink and snack before school; over 55 per cent said they would, irrespective of whether they had breakfast at home or not. Similar results were obtained in another survey.

It would seem therefore that there might be a steady demand for some type of snack breakfast at school, if this could be provided. In some special schools, breakfasts are provided through the school meals service, so an extension of this type of service to other schools might be possible.

But is this really the answer? Or would it effect a remedy without dealing with the cause?

A survey undertaken by

Why breakfast? Does it really matter whether we eat it, and how important is the school child's first meal of the day?

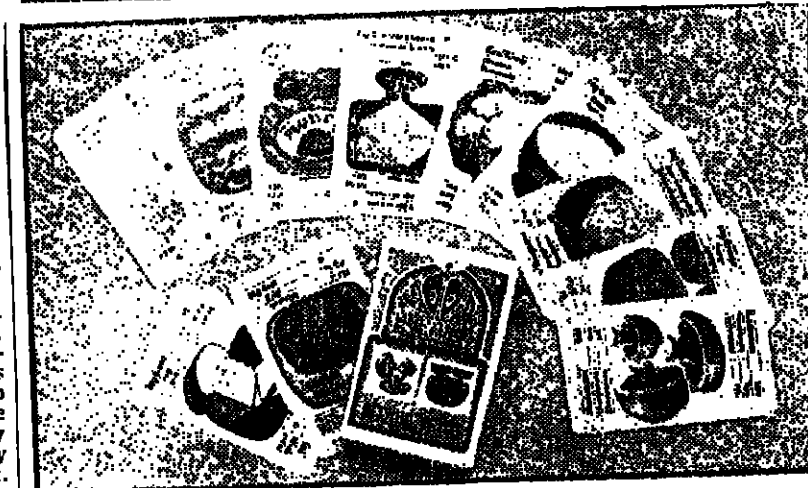
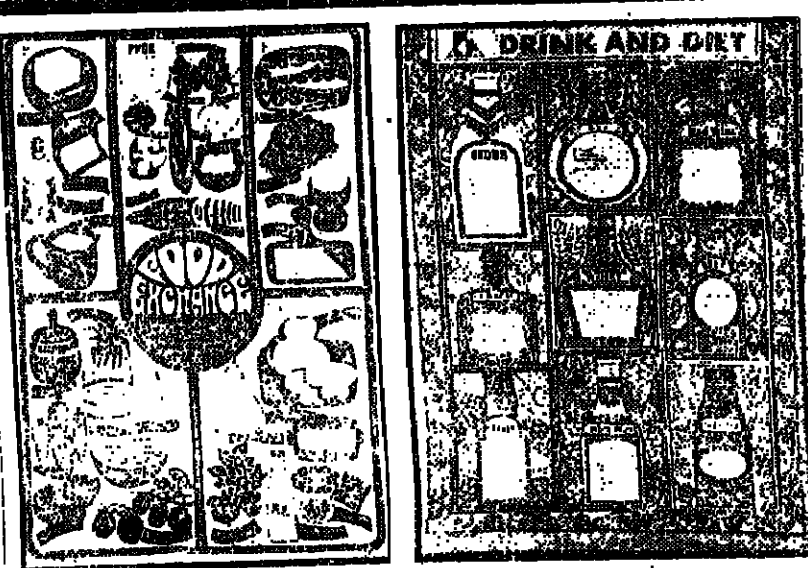
When children come to school on time or no breakfast, hunger pangs take over towards the middle of the morning—and this is where the school tuck shop, or the packet from home, comes into its own and meets the demand, usually in the form of carbohydrate.

The pattern continues: midday snacks and the school dinner is served. Whether it is eaten depends not only on its attractiveness and quality, but on whether the children are ready for their meal. Those who stuff biscuits and eat a main meal at midday, and the result is staid food. At the end of the school day these children are hungry. Some are fortunate and go home to a reasonable high tea or supper. Others less fortunate have to make do with the "telly". Some have little or nothing, and the next meal or snack could be the mid-morning biscuit or bun the following day.

While no farmer or race-horse owner would subject his animals to this haphazard form of feeding, many children are not given adequate balanced meals at suitable intervals. Obviously no such owner could afford not to feed his animals correctly, but there are children who are too hungry and tired to benefit from the educational system.

What can be done about this? Propaganda might encourage parents to see that children have some form of breakfast before leaving home. But many working parents have to leave children to get themselves off to school—and even when the mother is there to provide for them, with many pupils the "done thing" is to go without breakfast.

A survey undertaken by



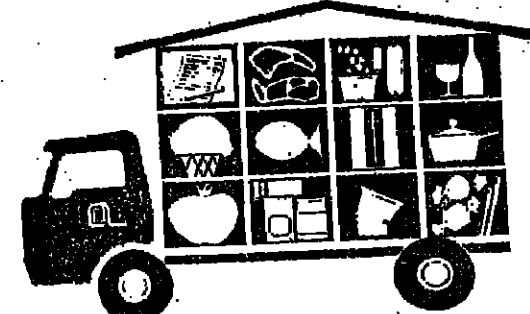
The diabetic at school

The British Diabetic Association produces a number of attractive aids to dieting, among them the playing cards and tea towels shown above. The cards, giving carbohydrate, calorie, fat and kilo-joule values for various foods, lend themselves to form of "Snap" and other games, and cost 50p; the tea towels (75p

each) give the same sort of information for food and drink respectively. Cookery books, stationery, posters, etc. are also available, some of which it is suggested might be suitable for the home economist. School kitchens, too, might find them useful. They can be obtained from the Association at 46 Alfred Place, London WC1E 7EE.

YOU ARE WHAT YOU EAT

School children accept that—with a twist. They want their food to be what they are: In the prime of life. Getting them to go for school meals can be a problem. Unless your food is up to their standards, it can be an impossibility.



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Whatever you want we deliver. Whatever's fresh, we've bought the same morning. Whatever your students' standards—they're sure to be satisfied with. Chefs Larder's service

They'll never see us, but they'll know we've been there. You'll never see our buyers, but you'll know they've been to the markets. And you'll know they've been buying 'in bulk': No individual shopper could get a better deal than our centralised staff does.

A centralised service for far-flung food servers. A guarantee that you'll never have to worry where your next meal's coming from. An assurance that you'll be able to buy within your budget. A solution, in fact, to many of your problems: That's Chefs Larder.

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Not all are so lucky. Many working parents have to leave children to get themselves off to school.

Priming the pump

A review of its policy on research, education and information in the British Nutrition Foundation's Bulletin No 15, published in September, states that its support for research will be redoubled towards "pump priming" projects, while its activities in the other two fields will be expanded. Other articles are concerned with novel protein foods, nutritional labelling, various food additives and the use of flourishes for tooth protection.

The Foundation's second conference "People and Food Tomorrow" is to be held at Churchill College, Cambridge, from April 1 to 4, 1976. One of the subjects under discussion

will be the need to change food habits in response to physical and economic constraints on our food supply.

From January the Bulletin will no longer be free, with certain exceptions; there will be an annual charge of £3, including postage, or £1 a copy.

Science and technology

We have been asked to state that the author of the article contributed by David Bennett on the Schools Council Integrated Science Project, in the issue of October 10, "Preparing the seedcorn", was Mike Lyth.

Where tradition still applies

Snacks are not successful in Grampian, writes Angela Hewitt; the young still prefer their soup, meat and pudding.

The Grampian Region extends over 3,200 square miles, and in its 340 or so schools, 45,000 meals are served to pupils each day. The organizational hub of the complex catering service which accomplishes this culinary feat is to be found at Woodhill House, the new regional headquarters on the outskirts of Aberdeen. Here, Miss Joan L. Brown, chief school catering officer, and nine administrative staff occupy a relatively small area in the huge open-plan office assigned to the education department.

For deputy, Mrs Joyce Hogg, who looks after the Aberdeen district, has an office elsewhere in the city, and three assistant catering officers share responsibility for the other four districts of the region. There are also seven area supervisors, whose job it is to patrol the schools, visiting the kitchens and training the staff. There are at present just over 180 kitchens.

The basic aim of the school meals service in the region is still to provide children with a balanced mid-day meal. Essentially, the meal consists either of soup and a meat course, or a meat course and a pudding, though there is nothing to prevent pupils having three courses if three are on offer. In the primary schools there is not usually a choice of menu, but in most secondary schools there is. Options like fruit juices, milk, fresh fruit and cheese and biscuits are often provided.

Not all children, and certainly not all teenagers are willing to eat a mid-day meal. There is no doubt

that in Aberdeen City at least many patronize snack counters in bakers' shops. But it appears that most of those who stay in school prefer a "traditional meal". Recent experiments in providing lunches of the snack variety had not proved successful.

By contrast, a highly successful "coffee break" service operates in about a dozen secondary schools, and this is likely to be extended. During the morning break, pupils can go to the dining room and buy tea, coffee or milk and light refreshments, such as morning rolls and biscuits. It is up to the headteacher whether this facility is open to senior pupils only, or to all pupils. The system was in operation in a number of schools in Aberdeenshire, where Miss Brown was school catering officer until the reorganization of local government in May. It has since been introduced to several other schools in the region. Pupils appreciate the chance to spend their break in a comfortable and civilized fashion.

The mid-day meal will presumably remain of central importance in the work of the school meals service, but Miss Brown says that future developments will mean different kinds of provision at different times of day. Already, the service caters for numerous special functions held in the schools, including meetings organized by outside bodies, and service courses or summer camps arranged by the education department. In some schools opened recently users other than pupils and teachers can obtain refreshments during the day as well as in the evening. The trend is towards developing a form of restaurant ser-



A fishing village in Banffshire, now part of the new Grampian region.

vice, and it is not for nothing that the organizers are now known as catering officers.

A variety of catering commitments does, however, depend on the existence of kitchens in the schools, and for various reasons many schools in the region do not have kitchens. Miss Brown maintains that a kitchen capable of producing 100 meals is the smallest viable unit. In rural areas children in small schools eat mid-day meals prepared in the nearest suitable kitchen and transported by van. As it happens, a substantial number of schools in Aberdeen do not have their own kitchens either, and are supplied by vans playing from central kitchens or kitchens in other schools. Miss Brown and Mrs Hogg acknowledge that the system is less than ideal in the city, and are anxious to see more kitchens in operation. Seven

more should be in use within a year, each of them serving a single establishment.

In the planning of new kitchens and in the refurbishing of existing ones, Miss Brown and her staff play a major role. There is no question of taking over facilities they had no part in planning. They work with the architects in working out the design and layout of kitchens, and also choose and order all equipment, from major items like the cooking ranges right down to the teaspoons. This work is time consuming but is considered vitally important.

Miss Brown sees the school meals service as an integral part of the education service and believes it has an educative and social function in the life of a school. The principles on which the service operates in Grampian are that the

children have the right to nutrition and appetizing food, attractively served, and that meal times should be enjoyable and pleasant occasions at which the social graces may be developed. The attitudes of both staff and pupils are most important here, and the school lunch a focal point in the social organization of the school. She mentions with satisfaction the successful operation of the "tea service" system used in some schools, and would like to see it extended. Instead of all pupils up, the children eat in groups a table, and a server fetches the food and clear away the plates of each group. Sharing a mid-day meal with pupils and teachers when they visit a school, is an experience which the school catering officers enjoy.

How much for the dustman?

Leeds University investigation is going on into food waste in schools. Janice Ryley and Sandra Daniels, catering research unit, Procter Department (Food Science), report.

All around catering incurs some food refuse, and wastes from three sources: food which is removed during preparation; food which is wasted; and food which is left on the plate. The catering research unit at Leeds University is investigating the waste problem in schools. The unit has been set up to study the waste problem in schools, and to find ways of reducing it. The unit has been set up to study the waste problem in schools, and to find ways of reducing it. The unit has been set up to study the waste problem in schools, and to find ways of reducing it.

The Catering Blue Book and Diary lists peeling and trimming wastes for vegetables in lbs a 100lb as follows: old potatoes 25; autumn cabbage 22; winter cabbage 25; cauliflower 55. Seven local authorities are currently required by the council to provide a waste disposal service. This service is taking place over one year and is not yet completed. However, the following information has already emerged for peeling and trimming wastes in lbs per 100lb purchased:

Winter Spring	Total weight processed
Potatoes (old)	24 2 tons
Cabbage	21 1 ton
Cauliflower	51 11 tons

A number of factors are believed to affect the wastage of cooked food. It is quite clear that the main cause of high wastage of cooked food in hospitals—inadequate knowledge of the number of portions required, and the lack of knowledge of the number of portions required in schools, where generally meal numbers remain relatively constant and the purchase of food quantities is reasonably strictly controlled. But a new popular trend in catering for older children, which requires no advance knowledge of meal numbers, falls outside this system of control.

The system of food production—"make-to-order" or "convenience food"—must, partially, control the wastage of food. The management of the dining room and the competition from other lunch time activities play a part.

The City of Liverpool (1974) reported an average plate waste figure of 1.54 ozs a meal for traditionally prepared meals reducing to .22 ozs for its cook-freeze system. The unit has been set up to study the waste problem in schools, and to find ways of reducing it. The unit has been set up to study the waste problem in schools, and to find ways of reducing it. The unit has been set up to study the waste problem in schools, and to find ways of reducing it.

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CALDERDALE

LAUNCELOT JUNIOR SCHOOL
Launcelet, Leicestershire
Vacancies: 21/03/76
Applicants should be sent to the Director of Education, Leicestershire, to whom they should be sent as soon as possible.

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DEESIDE HIGH SCHOOL, QUEENSFERRY

(11-18, 1,300 pupils)
Head, Neville Stewart, M.A., B.Sc.
Required for January, 1976. If possible, 1

Assistant Teachers for MUSIC Scale 1 FRENCH Scale 1

Applications should be made by letter immediately to the Head, giving full details of qualifications and experience, and name and addresses of two referees.

GLWYD
County Council
North Wales
John Howard Davies, Director of Education
Shire Hall, Mold

ilea

INNER LONDON
EDUCATION AUTHORITY

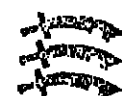
Specialist vacancies for secondary teachers

The Authority would be pleased to hear from you if you are a suitably qualified teacher of

Commerce Craft and Technical Studies Home Economics Mathematics

Appointment would be to a Scale 1 post in the Authority's general teaching service (inner London allowance payable).

For an application form, please write to the Education Officer (153), The County Hall, London SE1 7PR (telephone 01-533 2137) or call at Room 70 in the County Hall.



ESSEX COUNTY COUNCIL

Have you considered a Boarding Appointment?

KENNYLANDS SCHOOL Sonning Common, Nr. Reading

Required for JANUARY or APRIL a suitably qualified single, resident Lady Teacher to share in the teaching of any TWO of the following subjects: ENGLISH, MUSIC, R.E.

Kennylands is a wholly boarding school of 270 normal boys and girls aged 11 to 16.

Salary Houghton Scale 1 plus C570 (non-pensionable boarding allowance), together with free accommodation, board and laundry in term time.

Application forms and further details from the Headmaster.



SURREY COUNTY COUNCIL

* Fringe area London allowance £141 p.a. throughout the county.
* Generous relocation expenses in approved cases.
* Some District Councils may be able to provide housing accommodation for teachers.

POST OF RESPONSIBILITY CHERTSEY, SALESIAN SCHOOL (Senior Catholic Comprehensive)

Mixed 860
MATHEMATICS—Master/Mistress

C.S.E., 'O' and 'A' level. An interest in individual learning systems an advantage. Scale post available for suitably qualified and experienced applicant. Applicants should be in sympathy with the ideals of a Roman Catholic School.

SCALE 1 POSTS METALCRAFT AND TECHNICAL DRAWING—Master/Mistress

GIRLS PHYSICAL EDUCATION and
GAMES—Master/Mistress

Tel. Chertsey 64521
Further details available from the Head. Application forms available on receipt of self-addressed envelope from the County Education Officer, County Hall, Kingston upon Thames KT1 2DJ. Complete list of vacancies available second week of each month; if possible, please state areas preferred.

Gwent County Council

EDUCATION DEPARTMENT

Required for Summer Term, 1976, or earlier if possible:

CHEPSTOW COMPREHENSIVE SCHOOL TEACHER for GIRLS PHYSICAL EDUCATION. Applicant with third year training at a recognised Physical Education College and advanced stage preferred.

Apply to the Headmaster, Newport St. Josephs Comprehensive School, Trade Park, Newport, Gwent NP1 9YS.

NEWPORT ST. JOSEPHS COMPREHENSIVE SCHOOL (a) TEACHER for GIRLS PHYSICAL EDUCATION. Applicant with third year training at a recognised Physical Education College and advanced stage preferred.

(b) TEACHER for MATHEMATICS. Application forms and further details for these appointments are available from the Headmaster, Newport St. Josephs Comprehensive School, Trade Park, Newport, Gwent NP1 9YS.

NEWPORT ST. JULIANS COMPREHENSIVE SCHOOL SCIENCE TEACHER to be in charge of the department in the lower school. Teaching will be confined to forms 1 and 2 in a newly equipped department following the Nuffield Combined Science Course. Scale 3 available for a suitably qualified and experienced candidate. Temporary appointment will be considered.

Apply to the Headmaster, Newport St. Josephs Comprehensive School, Trade Park, Newport, Gwent NP1 9YS.

ABERSYCHAN GRAMMAR TECHNICAL SCHOOL TEACHER to assist with the teaching of HISTORY to "O" and "A" level.

Application forms and further information obtainable from the Director of Education, County Hall, Cwmbran, Gwent.

Forms should be returned to the Headmaster of the School concerned by the 28th November, 1975. Successful applicants will be required to submit a satisfactory medical report on appointment.



Liverpool Secondary Schools

Applications are invited for the following posts with duties to commence January, 1976, unless otherwise stated. Applications forms may be obtained from the Head Teacher of the school concerned to whom they should be returned as soon as possible. Provision of a salary scale will be made as soon as possible. Successful candidates will only continue in writing they wish their application to be considered.

ALLENDALE COMPREHENSIVE SCHOOL (MIXED) 11-18, 1,200 pupils (Scale 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 100, 101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 114, 115, 116, 117, 118, 119, 120, 121, 122, 123, 124, 125, 126, 127, 128, 129, 130, 131, 132, 133, 134, 135, 136, 137, 138, 139, 140, 141, 142, 143, 144, 145, 146, 147, 148, 149, 150, 151, 152, 153, 154, 155, 156, 157, 158, 159, 160, 161, 162, 163, 164, 165, 166, 167, 168, 169, 170, 171, 172, 173, 174, 175, 176, 177, 178, 179, 180, 181, 182, 183, 184, 185, 186, 187, 188, 189, 190, 191, 192, 193, 194, 195, 196, 197, 198, 199, 200, 201, 202, 203, 204, 205, 206, 207, 208, 209, 210, 211, 212, 213, 214, 215, 216, 217, 218, 219, 220, 221, 222, 223, 224, 225, 226, 227, 228, 229, 230, 231, 232, 233, 234, 235, 236, 237, 238, 239, 240, 241, 242, 243, 244, 245, 246, 247, 248, 249, 250, 251, 252, 253, 254, 255, 256, 257, 258, 259, 260, 261, 262, 263, 264, 265, 266, 267, 268, 269, 270, 271, 272, 273, 274, 275, 276, 277, 278, 279, 280, 281, 282, 283, 284, 285, 286, 287, 288, 289, 290, 291, 292, 293, 294, 295, 296, 297, 298, 299, 300, 301, 302, 303, 304, 305, 306, 307, 308, 309, 310, 311, 312, 313, 314, 315, 316, 317, 318, 319, 320, 321, 322, 323, 324, 325, 326, 327, 328, 329, 330, 331, 332, 333, 334, 335, 336, 337, 338, 339, 340, 341, 342, 343, 344, 345, 346, 347, 348, 349, 350, 351, 352, 353, 354, 355, 356, 357, 358, 359, 360, 361, 362, 363, 364, 365, 366, 367, 368, 369, 370, 371, 372, 373, 374, 375, 376, 377, 378, 379, 380, 381, 382, 383, 384, 385, 386, 387, 388, 389, 390, 391, 392, 393, 394, 395, 396, 397, 398, 399, 400, 401, 402, 403, 404, 405, 406, 407, 408, 409, 410, 411, 412, 413, 414, 415, 416, 417, 418, 419, 420, 421, 422, 423, 424, 425, 426, 427, 428, 429, 430, 431, 432, 433, 434, 435, 436, 437, 438, 439, 440, 441, 442, 443, 444, 445, 446, 447, 448, 449, 450, 451, 452, 453, 454, 455, 456, 457, 458, 459, 460, 461, 462, 463, 464, 465, 466, 467, 468, 469, 470, 471, 472, 473, 474, 475, 476, 477, 478, 479, 480, 481, 482, 483, 484, 485, 486, 487, 488, 489, 490, 491, 492, 493, 494, 495, 496, 497, 498, 499, 500, 501, 502, 503, 504, 505, 506, 507, 508, 509, 510, 511, 512, 513, 514, 515, 516, 517, 518, 519, 520, 521, 522, 523, 524, 525, 526, 527, 528, 529, 530, 531, 532, 533, 534, 535, 536, 537, 538, 539, 540, 541, 542, 543, 544, 545, 546, 547, 548, 549, 550, 551, 552, 553, 554, 555, 556, 557, 558, 559, 560, 561, 562, 563, 564, 565, 566, 567, 568, 569, 570, 571, 572, 573, 574, 575, 576, 577, 578, 579, 580, 581, 582, 583, 584, 585, 586, 587, 588, 589, 590, 591, 592, 593, 594, 595, 596, 597, 598, 599, 600, 601, 602, 603, 604, 605, 606, 607, 608, 609, 610, 611, 612, 613, 614, 615, 616, 617, 618, 619, 620, 621, 622, 623, 624, 625, 626, 627, 628, 629, 630, 631, 632, 633, 634, 635, 636, 637, 638, 639, 640, 641, 642, 643, 644, 645, 646, 647, 648, 649, 650, 651, 652, 653, 654, 655, 656, 657, 658, 659, 660, 661, 662, 663, 664, 665, 666, 667, 668, 669, 670, 671, 672, 673, 674, 675, 676, 677, 678, 679, 680, 681, 682, 683, 684, 685, 686, 687, 688, 689, 690, 691, 692, 693, 694, 695, 696, 697, 698, 699, 700, 701, 702, 703, 704, 705, 706, 707, 708, 709, 710, 711, 712, 713, 714, 715, 716, 717, 718, 719, 720, 721, 722, 723, 724, 725, 726, 727, 728, 729, 730, 731, 732, 733, 734, 735, 736, 737, 738, 739, 740, 741, 742, 743, 744, 745, 746, 747, 748, 749, 750, 751, 752, 753, 754, 755, 756, 757, 758, 759, 760, 761, 762, 763, 764, 765, 766, 767, 768, 769, 770, 771, 772, 773, 774, 775, 776, 777, 778, 779, 780, 781, 782, 783, 784, 785, 786, 787, 788, 789, 790, 791, 792, 793, 794, 795, 796, 797, 798, 799, 800, 801, 802, 803, 804, 805, 806, 807, 808, 809, 810, 811, 812, 813, 814, 815, 816, 817, 818, 819, 820, 821, 822, 823, 824, 825, 826, 827, 828, 829, 830, 831, 832, 833, 834, 835, 836, 837, 838, 839, 840, 841, 842, 843, 844, 845, 846, 847, 848, 849, 850, 851, 852, 853, 854, 855, 856, 857, 858, 859, 860, 861, 862, 863, 864, 865, 866, 867, 868, 869, 870, 871, 872, 873, 874, 875, 876, 877, 878, 879, 880, 881, 882, 883, 884, 885, 886, 887, 888, 889, 890, 891, 892, 893, 894, 895, 896, 897, 898, 899, 900, 901, 902, 903, 904, 905, 906, 907, 908, 909, 910, 911, 912, 913, 914, 915, 916, 917, 918, 919, 920, 921, 922, 923, 924, 925, 926, 927, 928, 929, 930, 931, 932, 933, 934, 935, 936, 937, 938, 939, 940, 941, 942, 943, 944, 945, 946, 947, 948, 949, 950, 951, 952, 953, 954, 955, 956, 957, 958, 959, 960, 961, 962, 963, 964, 965, 966, 967, 968, 969, 970, 971, 972, 973, 974, 975, 976, 977, 978, 979, 980, 981, 982, 983, 984, 985, 986, 987, 988, 989, 990, 991, 992, 993, 994, 995, 996, 997, 998, 999, 1000

ALLENDALE COMPREHENSIVE SCHOOL (MIXED) 11-18, 1,200 pupils (Scale 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 100, 101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 114, 115, 116, 117, 118, 119, 120, 121, 122, 123, 124, 125, 126, 127, 128, 129, 130, 131, 132, 133, 134, 135, 136, 137, 138, 139, 140, 141, 142, 143, 144, 145, 146, 147, 148, 149, 150, 151, 152, 153, 154, 155, 156, 157, 158, 159, 160, 161, 162, 163, 164, 165, 166, 167, 168, 169, 170, 171, 172, 173, 174, 175, 176, 177, 178, 179, 180, 181, 182, 183, 184, 185, 186, 187, 188, 189, 190, 191, 192, 193, 194, 195, 196, 197, 198, 199, 200, 201, 202, 203, 204, 205, 206, 207, 208, 209, 210, 211, 212, 213, 214, 215, 216, 217, 218, 219, 220, 221, 222, 223, 224, 225, 226, 227, 228, 229, 230, 231, 232, 233, 234, 235, 236, 237, 238, 239, 240, 241, 242, 243, 244, 245, 246, 247, 248, 249, 250, 251, 252, 253, 254, 255, 256, 257, 258, 259, 260, 261, 262, 263, 264, 265, 266, 267, 268, 269, 270, 271, 272, 273, 274, 275, 276, 277, 278, 279, 280, 281, 282, 283, 284, 285, 286, 287, 288, 289, 290, 291, 292, 293, 294, 295, 296, 297, 298, 299, 300, 301, 302, 303, 304, 305, 306, 307, 308, 309, 310, 311, 312, 313, 314, 315, 316, 317, 318, 319, 320, 321, 322, 323, 324, 325, 326, 327, 328, 329, 330, 331, 332, 333, 334, 335, 336, 337, 338, 339, 340, 341, 342, 343, 344, 345, 346, 347, 348, 349, 350, 351, 352, 353, 354, 355, 356, 357, 358, 359, 360, 361, 362, 363, 364, 365, 366, 367, 368, 369, 370, 371, 372, 373, 374, 375, 376, 377, 378, 379, 380, 381, 382, 383, 384, 385, 386, 387, 388, 389, 390, 391, 392, 393, 394, 395, 396, 397, 398, 399, 400, 401, 402, 403, 404, 405, 406, 407, 408, 409, 410, 411, 412, 413, 414, 415, 416, 417, 418, 419, 420, 421, 422, 423, 424, 425, 426, 427, 428, 429, 430, 431, 432, 433, 434, 435, 436, 437, 438, 439, 440, 441, 442, 443, 444, 445, 446, 447, 448, 449, 450, 451, 452, 453, 454, 455, 456, 457, 458, 459, 460, 461, 462, 463, 464, 465, 466, 467, 468, 469, 470, 471, 472, 473, 474, 475, 476, 477, 478, 479, 480, 481, 482, 483, 484, 485, 486, 487, 488, 489, 490, 491, 492, 493, 494, 495, 496, 497, 498, 499, 500, 501, 502, 503, 504, 505, 506, 507, 508, 509, 510, 511, 512, 513, 514, 515, 516, 517, 518, 519, 520, 521, 522, 523, 524, 525, 526, 527, 528, 529, 530, 531, 532, 533, 534, 535, 536, 537, 538, 539, 540, 541, 542, 543, 544, 545, 546, 547, 548, 549, 550, 551, 552, 553, 554, 555, 556, 557, 558, 559, 560, 561, 562, 563, 564, 565, 566, 567, 568, 569, 570, 571, 572, 573, 574, 575, 576, 577, 578, 579, 580, 581, 582, 583, 584, 585, 586, 587, 588, 589, 590, 591, 592, 593, 594, 595, 596, 597, 598, 599, 600, 601, 602, 603, 604, 605, 606, 607, 608, 609, 610, 611, 612, 613, 614, 615, 616, 617, 618, 619, 620, 621, 622, 623, 624, 625, 626, 627, 628, 629, 630, 631, 632, 633, 634, 635, 636, 637, 638, 639, 640, 641, 642, 643, 644, 645, 646, 647, 648, 649, 650, 651, 652, 653, 654, 655, 656, 657, 658, 659, 660, 661, 662, 663, 664, 665, 666, 667, 668, 669, 670, 671, 672, 673, 674, 675, 676, 677, 678, 679, 680, 681, 682, 683, 684, 685, 686, 687, 688, 689, 690, 691, 692, 693, 694, 695, 696, 697, 698, 699, 700, 701, 702, 703, 704, 705, 706, 707, 708, 709, 710, 711, 712, 713, 714, 715, 716, 717, 718, 719, 720, 721, 722, 723, 724, 725, 726, 727, 728, 729, 730, 731, 732, 733, 734, 735, 736, 737, 738, 739, 740, 741, 742, 743, 744, 745, 746, 747, 748, 749, 750, 751, 752, 753, 754, 755, 756, 757, 758, 759, 760, 761, 762, 763, 764, 765, 766, 767, 768, 769, 770, 771, 772, 773, 774, 775, 776, 777, 778, 779, 780, 781, 782, 783, 784, 785, 786, 787, 788, 789, 790, 791, 792, 793, 794, 795, 796, 797, 798, 799, 800, 801, 802, 803, 804, 805, 806, 807, 808, 809, 810, 811, 812, 813, 814, 815, 816, 817, 818, 819, 820, 821, 822, 823, 824, 825, 826, 827, 828, 829, 830, 831, 832, 833, 834, 835, 836, 837, 838, 839, 840, 841, 842, 843, 844, 845, 846, 847, 848, 849, 850, 851, 852, 853, 854, 855, 856, 857, 858, 859, 860, 861, 862, 863, 864, 865, 866, 867, 868, 869, 870, 871, 872, 873, 874, 875, 876, 877, 878, 879, 880, 881, 882, 883, 884, 885, 886, 887, 888, 889, 890, 891, 892, 893, 894, 895, 896, 897, 898, 899, 900, 901, 902, 903, 904, 905, 906, 907, 908, 90

OSHORE
101 S. 10th St.,
Bart, Hatfield

October 1, 1937—Admission to the school is by examination. The school is open to students of all nationalities and with no restriction as to the religious faith of the students. The school is open to students of all nationalities and with no restriction as to the religious faith of the students. The school is open to students of all nationalities and with no restriction as to the religious faith of the students.

Education

[illegible]

the Headmaster, for 1944
giving names of 2 reds

Other Assistants

BUCKINGHAMSHIRE
WYCOMBE ARNEY
Huge Wycombe
Wanted in April or Possibly September, 1976. 1974-75. E.D. 1975. 1976. 1977. 1978. 1979. 1980. 1981. 1982. 1983. 1984. 1985. 1986. 1987. 1988. 1989. 1990. 1991. 1992. 1993. 1994. 1995. 1996. 1997. 1998. 1999. 2000. 2001. 2002. 2003. 2004. 2005. 2006. 2007. 2008. 2009. 2010. 2011. 2012. 2013. 2014. 2015. 2016. 2017. 2018. 2019. 2020. 2021. 2022. 2023. 2024. 2025. 2026. 2027. 2028. 2029. 2030. 2031. 2032. 2033. 2034. 2035. 2036. 2037. 2038. 2039. 2040. 2041. 2042. 2043. 2044. 2045. 2046. 2047. 2048. 2049. 2050. 2051. 2052. 2053. 2054. 2055. 2056. 2057. 2058. 2059. 2060. 2061. 2062. 2063. 2064. 2065. 2066. 2067. 2068. 2069. 2070. 2071. 2072. 2073. 2074. 2075. 2076. 2077. 2078. 2079. 2080. 2081. 2082. 2083. 2084. 2085. 2086. 2087. 2088. 2089. 2090. 2091. 2092. 2093. 2094. 2095. 2096. 2097. 2098. 2099. 2100. 2101. 2102. 2103. 2104. 2105. 2106. 2107. 2108. 2109. 2110. 2111. 2112. 2113. 2114. 2115. 2116. 2117. 2118. 2119. 2120. 2121. 2122. 2123. 2124. 2125. 2126. 2127. 2128. 2129. 2130. 2131. 2132. 2133. 2134. 2135. 2136. 2137. 2138. 2139. 2140. 2141. 2142. 2143. 2144. 2145. 2146. 2147. 2148. 2149. 2150. 2151. 2152. 2153. 2154. 2155. 2156. 2157. 2158. 2159. 2160. 2161. 2162. 2163. 2164. 2165. 2166. 2167. 2168. 2169. 2170. 2171. 2172. 2173. 2174. 2175. 2176. 2177. 2178. 2179. 2180. 2181. 2182. 2183. 2184. 2185. 2186. 2187. 2188. 2189. 2190. 2191. 2192. 2193. 2194. 2195. 2196. 2197. 2198. 2199. 2200. 2201. 2202. 2203. 2204. 2205. 2206. 2207. 2208. 2209. 2210. 2211. 2212. 2213. 2214. 2215. 2216. 2217. 2218. 2219. 2220. 2221. 2222. 2223. 2224. 2225. 2226. 2227. 2228. 2229. 2230. 2231. 2232. 2233. 2234. 2235. 2236. 2237. 2238. 2239. 2240. 2241. 2242. 2243. 2244. 2245. 2246. 2247. 2248. 2249. 2250. 2251. 2252. 2253. 2254. 2255. 2256. 2257. 2258. 2259. 2260. 2261. 2262. 2263. 2264. 2265. 2266. 2267. 2268. 2269. 2270. 2271. 2272. 2273. 2274. 2275. 2276. 2277. 2278. 2279. 2280. 2281. 2282. 2283. 2284. 2285. 2286. 2287. 2288. 2289. 2290. 2291. 2292. 2293. 2294. 2295. 2296. 2297. 2298. 2299. 2300. 2301. 2302. 2303. 2304. 2305. 2306. 2307. 2308. 2309. 2310. 2311. 2312. 2313. 2314. 2315. 2316. 2317. 2318. 2319. 2320. 2321. 2322. 2323. 2324. 2325. 2326. 2327. 2328. 2329. 2330. 2331. 2332. 2333. 2334. 2335. 2336. 2337. 2338. 2339. 2340. 2341. 2342. 2343. 2344. 2345. 2346. 2347. 2348. 2349. 2350. 2351. 2352. 2353. 2354. 2355. 2356. 2357. 2358. 2359. 2360. 2361. 2362. 2363. 2364. 2365. 2366. 2367. 2368. 2369. 2370. 2371. 2372. 2373. 2374. 2375. 2376. 2377. 2378. 2379. 2380. 2381. 2382. 2383. 2384. 2385. 2386. 2387. 2388. 2389. 2390. 2391. 2392. 2393. 2394. 2395. 2396. 2397. 2398. 2399. 2400. 2401. 2402. 2403. 2404. 2405. 2406. 2407. 2408. 2409. 2410. 2411. 2412. 2413. 2414. 2415. 2416. 2417. 2418. 2419. 2420. 2421. 2422. 2423. 2424. 2425. 2426. 2427. 2428. 2429. 2430. 2431. 2432. 2433. 2434. 2435. 2436. 2437. 2438. 2439. 2440. 2441. 2442. 2443. 2444. 2445. 2446. 2447. 2448. 2449. 2450. 2451. 2452. 2453. 2454. 2455. 2456. 2457. 2458. 2459. 2460. 2461. 2462. 2463. 2464. 2465. 2466. 2467. 2468. 2469. 2470. 2471. 2472. 2473. 2474. 2475. 2476. 2477. 2478. 2479. 2480. 2481. 2482. 2483. 2484. 2485. 2486. 2487. 2488. 2489. 2490. 2491. 2492. 2493. 2494. 2495. 2496. 2497. 2498. 2499. 2500. 2501. 2502. 2503. 2504. 2505. 2506. 2507. 2508. 2509. 2510. 2511. 2512. 2513. 2514. 2515. 2516. 2517. 2518. 2519. 2520. 2521. 2522. 2523. 2524. 2525. 2526. 2527. 2528. 2529. 2530. 2531. 2532. 2533. 2534. 2535. 2536. 2537. 2538. 2539. 2540. 2541. 2542. 2543. 2544. 2545. 2546. 2547. 2548. 2549. 2550. 2551. 2552. 2553. 2554. 2555. 2556. 2557. 2558. 2559. 2560. 2561. 2562. 2563. 2564. 2565. 2566. 2567. 2568. 2569. 2570. 2571. 2572. 2573. 2574. 2575. 2576. 2577. 2578. 2579. 2580. 2581. 2582. 2583. 2584. 2585. 2586. 2587. 2588. 2589. 2590. 2591. 2592. 2593. 2594. 2595. 2596. 2597. 2598. 2599. 2600. 2601. 2602. 2603. 2604. 2605. 2606. 2607. 2608. 2609. 2610. 2611. 2612. 2613. 2614. 2615. 2616. 2617. 2618. 2619. 2620. 2621. 2622. 2623. 2624. 2625. 2626. 2627. 2628. 2629. 2630. 2631. 2632. 2633. 2634. 2635. 2636. 2637. 2638. 2639. 2640. 2641. 2642. 2643. 2644. 264

all boarding, 11 to 173
on ISAMS MAN required,
1970, able to offer inside
or subjects in teaching cur
Arithmetic would be used

(Re-advertisement)
THE LADIES' COLLEGE

the appointment

for this Grant-Aided Girls' School (Group 8), which caters for pupils between the ages of 12 and 18 in two separate departments. The appointment will date from the beginning of the Summer term, 1978, or as soon as possible thereafter. There are at present 100 pupils in the Senior School and 140 in

ar, The Ladies'
 ernsey, Channel
 ould be returned

8th December, 1975.
Assistance will be given with removal and
incidental expenses.

Hulme, Cheadle,
6EF

1976 — Co-Educational
1,000 pupils — Boarding and Day — 240 Sixth Form
FOR SEPTEMBER 1976; ON RETIREMENT
SENIOR

GROUP II

Applications, no forms, naming 2 referees, to Headmaster, from whom further details may be obtained.

OVERSEAS
Appointments
continued

SWITZERLAND
DAVOS INSTITUTE OF
TEACHING
Opening in January 1976.
For a qualified teacher to
teach in modern teaching
methods, including audio-visual,
teaching in English on Saturday,
Sunday and Monday.
Application with curriculum and
photo to the Headmaster,
Davos Institute of Teaching,
Davos Platz 3A, CH-1600 Davos,
Switzerland.
Give telephone number for quick
contact.

KUWAIT
EDUCATIONAL CENTRE
RECRUITMENT—P.T.E.L.
Duties include supervision of a team
of E.T.E. teachers, liaison with
college administration, and protection
of E.T.E. course material for
tertiary students.
Salary £4,600 p.a. plus accom-
modation, leave, airfare, two year
contract.
Applicants must be graduates with
T.E.T.E. qualification and experi-
ence in administrative work. Send
curriculum vitae with a recent photo-
graph to the Director, Kuwait Educa-
tional Centre, P.O. Box 2170, Kuwait.
Please send postcard for reply.

CENTRAL AMERICA
AVISUAL AIDS SPECIALIST
Teaching in a post-graduate
school. Background in develop-
ment of audio-visual aids, and
experience in planning and imple-
menting educational programmes.
Further information: Paddy Costello,
London, 1975.

AFRICA
Teaching in a post-graduate
school. Background in develop-
ment of audio-visual aids, and
experience in planning and imple-
menting educational programmes.
Further information: Paddy Costello,
London, 1975.

OVERSEAS TEFL
CONTRACTS

begin any time of the year
with postcard for reply.

GERMANY
TEFL IN SCHOOL OF
TECHNOLOGY
Requires a TEACHER OF ENGLISH
to commence on 1st December 1975.
A knowledge of German is desirable
but not essential. Salary £2,500
plus post. Further details please
contact: Paddy Costello, London, 1975.

WEST INDIES
Teaching in a post-graduate
school. Background in develop-
ment of audio-visual aids, and
experience in planning and imple-
menting educational programmes.
Further information: Paddy Costello,
London, 1975.

YEMEN
Teaching in a post-graduate
school. Background in develop-
ment of audio-visual aids, and
experience in planning and imple-
menting educational programmes.
Further information: Paddy Costello,
London, 1975.

Director of Nurse Education

£5,730 p.a. x 4 - £6,486 p.a.

This is a key appointment in this single
district area, offering wide scope to a
qualified nurse with an appropriate
teaching qualification.

The basic requirement is to manage,
in the fullest sense, the four existing
schools which cover General, Psychiatric,
Orthopaedic and the Enrolled Nurse
School in North Oxford. This will entail
amalgamating them into an Area School,
responsible for the training of over
1000 learners.

The potential in this post, particularly
to develop forward thinking nursing
education policies, will quickly be
recognised by the right person.

Outstanding qualities of enthusiasm,
sensitivity to others and resilience are as
important as administrative ability.

Miss J. Findall, Area Nursing Officer.

will be pleased to give further information
about the post (phone Oxford 67671,
ext. 37). An informal visit may be
arranged with Miss A. E. Harrold,
Assistant Director of Nurse Education,
by contacting her at the John Radcliffe
School of Nursing, Radcliffe Infirmary,
Woodstock Road, Oxford, OX2 6HE
(phone Oxford 49881).

Application forms can be obtained
from Miss P. J. Cooper, Area Personnel
Nurse, Manor House, Headley Way,
Headington, Oxford OX3 9DZ (phone
Oxford 67671, ext. 41).

Closing date for applications:
8th December 1975.

**Oxfordshire Area Health
Authority (Teaching)**

Teaching in Europe

The Central Bureau for Educational Visits and
Exchanges has responsibility for the recruitment
of teachers of Modern Languages/European Studies to appointments
in various European countries. The majority of these appointments
are initially for one year, but some may be extended at the discretion
of the relevant country's Ministry of Education. The following posts
are now available for the School Year 1976/77:

AUSTRIA: Up to 20 posts in all types of secondary schools.
Applicants must have a degree and/or teaching certificate
plus a good knowledge of German. Salary £11,312 per month.

BAVARIA: Up to 30 posts in Gymnasien in Bavaria. Applicants
should have a degree and teaching certificate, with some experience
at secondary level. Fluency in German is essential. Salary
on scale 19M 2095-2545 per month.

Apply for full details and application forms to:
THE CENTRAL BUREAU FOR EDUCATIONAL VISITS AND EXCHANGES
Teacher and School Exchange (Europe) Department
Rugby and Wales: 43 Dorset Street, LONDON W1P 3EN (Tel: 01-465 3101)
Scotland: 3 Bruntsfield Crescent, EDINBURGH EH10 4HD (Tel: 01-447 8024)
Northern Ireland: Department of Education, Belfast House, Belfast Road,
Belfast BT1 1JN (Tel: 091 5511).

BAVARIA
LANGUAGE SCHOOL
German speaking TEACHER, for
one of the following subjects:
English, French, Italian, Spanish,
Latin, Greek, etc.
Application to: Tilmann Schulz,
Postfach 100, D-8000 München 10.

ITALY
TEACHERS OF ENGLISH to com-
mence in September 1976. The
applicant must be a graduate with
a minimum of 2 years' experience
in teaching English as a second
language. Further details and
application forms to: Paddy Costello,
London, 1975.

MADRID, SPAIN—TEACHER OF
ENGLISH to foreign students.
The applicant must be a graduate
with a minimum of 2 years' experi-
ence in teaching English as a
second language. Further details
and application forms to: Paddy
Costello, London, 1975.

SAN FRANCISCO Bay Area teacher
to teach in a post-graduate
school. Background in develop-
ment of audio-visual aids, and
experience in planning and imple-
menting educational programmes.
Further information: Paddy Costello,
London, 1975.

ITALY—GOVERNMENT wanted
immediately for all months.
A knowledge of German is desirable
but not essential. Salary £2,500
plus post. Further details please
contact: Paddy Costello, London, 1975.

WEST INDIES
Teaching in a post-graduate
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ment of audio-visual aids, and
experience in planning and imple-
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Further information: Paddy Costello,
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Teaching in a post-graduate
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experience in planning and imple-
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Further information: Paddy Costello,
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BUCKINGHAMSHIRE
COUNCIL
CAREERS SERVICE
The Council is seeking a person
to fill the post of **CAREERS OFFICER**
in the new City of Milton Keynes, based on
a modern office.
Salary £11,312 p.a. (£13,366 to £24,000
per annum).

Applicants should be graduates with
a minimum of 2 years' experience in
teaching English as a second
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DERBYSHIRE
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EDUCATION COMMITTEE
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DURHAM
COUNTY COUNCIL
CAREERS OFFICER
One at Darlington Careers Office
and one at Middlesbrough Careers
Office. Salary £12,127 p.a. plus
allowance of £2,127 p.a. for
approved training. Candidates
must be graduates with a minimum
of 2 years' experience in teaching
English as a second language.
Further details and application
forms to: Paddy Costello, London,
1975.

ESSEX
CAREERS OFFICER
One at Harlow Careers Office
and one at Witham Careers Office.
Salary £12,127 p.a. plus allowance
of £2,127 p.a. for approved training.
Candidates must be graduates with
a minimum of 2 years' experience in
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HAMPSHIRE

Second Deputy County Education Officer

Salary range £9,678-£10,314 per annum

Applications are invited for the appointment of Second
Deputy County Education Officer. Candidates must be
graduates of a British University and have adequate
teaching and administrative experience.

Generous disturbance and separation allowances, re-
moval/legal expenses and mortgage facilities are
available.

Further particulars and forms of application are avail-
able from the County Personnel Officer, The Castle,
Winchester (Telephone Winchester 4411, Extension
215) and should be returned by 21st November, 1975.

ESSEX COUNTY COUNCIL

EDUCATION DEPARTMENT

Assistant County Education Officer (Special Education)

P.O.3 (a) £7,209-£7,839

The duties will include responsibility for all aspects
of the provision for handicapped children in this large
county.

Generous resettlement allowances available.

Application forms and further particulars from the
County Education Officer (G), P.O. Box 47, Thread-
needle House, Market Road, Chelmsford, CM1 1LD,
to be returned within two weeks of the appearance of
this advertisement.

COUNTY OF NORTH YORKSHIRE

AREA ADVISER

(Harrogate/Skipton)

Salary Scale: £10,210-£13,930

Applications are invited from men and women for the
post of Area Adviser (Harrogate/Skipton).

The person appointed will be required to coordinate
the activities of a group of general and specialist
advisers and offer an appropriate specialism over the
County as a whole. Responsible experience in a
Comprehensive School and as an Adviser with a Local
Authority is very desirable.

Salary scale will be subject

